

**LECTURERS' PEDAGOGIC COMPETENCE IN TEACHING SPEAKING
FOR FORMAL INTERACTION AT ENGLISH EDUCATION
DEPARTMENT OF THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in
English Language Education



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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. Thank you to my beloved father (Rochmanudin)
2. Thank you my mother in heaven (alm Retnoratriningsih)
3. Thank you my beloved two sisters (Ifa and Salsa)
4. Thank you my beloved aunty as my second parents (mama Sri Kartiningsih
and paldhe Heri Yudi Irawan)
5. To my beloved friends (TENTACLE MEMBER)

MOTTO

Say a good thing or remind silent.

(Hadits by Bukhari: 6018, Muslim: 47)

Allah never said the road would be easy. But He said “I will be with those who have patience.”

(Pinterest Quote)

Allah will help a person as long as he is helping his brother.

(Hadits by Muslim: 6853)

Hero never fear

(zilong, 229 M)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Lecturers Pedagogic competence in teaching speaking English for Formal Interactions at English Education of The State Islamic Institute of Surakarta" in my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, January 22nd 2019

Stated by,




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Alhamdulillah, all praises be to Allah, the only power, the Lord of the universe, master of the day of judgment, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Lecturers Pedagogic competence in teaching speaking English for Formal Interactions at English Education Department of The State Islamic Institute of Surakarta”. Peace be upon Prophet Muhammad SAW, the great leader and the good inspiration of world revolution.

The researcher is sure that this thesis cannot be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

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

Surakarta, February 22nd 2019

The researcher



Dimas Putra Mahardika

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ABSTRACT

Dimas Putra Mahardika, 2019 . Lecturers' Pedagogic Competence In Teaching Speaking English For Formal Interaction At English Education Department Of The State Islamic Institute Of Surakarta.

Advisor: Dr. Imroatus Solikhah, M. Pd.

Keyword: Pedagogic, Lecturer Competence, Teaching Speaking.

The research aims at knows the pedagogical competence of lecturers in Teaching English for Formal Interaction at the third semester of English Education. This research used Descriptive qualitative in acquiring the result of interview which was used to find whether the Lecturers pedagogical competence in Teaching English that affected teachers easier in teaching English. The subject of this research were the lecturers of the third semester speaking for formal interaction. The observation used to see the process of teaching and learning process of English Speaking for Formal Interaction in the class, and the interview was used to find out the Lecturers pedagogic competence in teaching English Speaking for Formal Interaction class at the third semester.

The findings of this research showed that the Lecturers have Pedagogic Competence in some aspect of teaching. The Pedagogic Competence showed by the aspect in planning, process and evaluation. However, the result of this research conclude that the pedagogic competence from both of lecturer were different in some steps of teaching but it was not interrupted the quality result of teaching English Speaking For Formal Interaction at the third semester of English Education. Based on the results of this research, the researcher suggested to the lecturers that they should try to improve their competence when teaching in the class. In addition, they also should communicate with each other and discuss about the Pedagogic Competence as the part of Teaching English.

Dimas Putra Mahardika, 2019. Kompetensi Pedagogik Dosen dalam Mengajar Berbahasa Inggris Untuk Interaksi Formal Di Departemen Pendidikan Bahasa Inggris Institut Agama Islam Negeri Surakarta.

Pembimbing: Dr. Imroatus Solikhah, M. Pd.

Kata kunci: Pedagogik, Kompetensi Dosen, Mengajar Berbicara.

Penelitian ini bertujuan untuk mengetahui kompetensi pedagogik dosen Pengajaran Bahasa Inggris untuk Interaksi Formal pada semester ketiga Pendidikan Bahasa Inggris. Penelitian ini menggunakan deskriptif kualitatif dalam memperoleh hasil wawancara yang digunakan untuk mengetahui apakah kompetensi pedagogis dosen dalam pengajaran bahasa Inggris yang mempengaruhi guru lebih mudah dalam mengajar bahasa Inggris. Subjek penelitian ini adalah dosen semester tiga berbicara untuk interaksi formal. Pengamatan digunakan untuk melihat proses belajar mengajar Bahasa Inggris untuk Interaksi Formal di kelas, dan wawancara digunakan untuk mengetahui kompetensi pedagogik dosen dalam mengajar Bahasa Inggris untuk kelas Interaksi formal pada semester ketiga.

Temuan penelitian ini menunjukkan bahwa dosen memiliki kompetensi pedagogik dalam beberapa aspek pengajaran. Kompetensi Pedagogik ditunjukkan oleh aspek dalam perencanaan, proses dan evaluasi. Namun, hasil penelitian ini menyimpulkan bahwa kompetensi pedagogik dari kedua dosen berbeda dalam beberapa langkah pengajaran tetapi tidak mengganggu hasil kualitas pengajaran Bahasa Inggris Untuk Interaksi Formal pada semester ketiga Pendidikan Bahasa Inggris. Berdasarkan hasil penelitian ini, peneliti menyarankan kepada dosen bahwa mereka harus mencoba

untuk meningkatkan kompetensi mereka ketika mengajar di kelas. Selain itu, mereka juga harus berkomunikasi satu sama lain dan membahas tentang Kompetensi Pedagogik sebagai bagian dari Mengajar Bahasa Inggris.

CHAPTER I

INTRODUCTION

This chapter will explain several points, namely Background of the Study, Identification of the Problem, Limitation of the Problem, Research Problem, Objective of the Study, Benefits of the Study, and the definition of Key Terms.

A. Background of study

Republic Indonesia Education Law No. 14 of 2005, Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Lecturers are used to convey critical information, history, background, theories, and equations.

Lecturers have in depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able to teach well (Turnuklu and Yesildere, 2007). They also need to have teaching competence (Hotaman, 2010). Meanwhile, if we as lecturers should had a competence so we can control the problem that we faced or so we can be a professional teachers or lecturers. Additionally, a good teacher is the most determinant of the students achievement in the classroom (Hayes 2003:54). Furthermore, according to the Law of Indonesia (2005:14) about teacher and lecturer in section 1, subsection 10, mentioned that Competence (capability) is a

set of knowledge, competence, and behavior that must be belonged to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism.

Lecturers should be able professional lecturers as in “*TRIDHARMA PERGURUAAN TINGGI*” In Indonesia education and according to the Law No. 20 of 2003 year of the national education system, that is obliged to convene the college education, study, and devotion to the community, the third obligation is the contents of the *Tridharma* College.

The lecturers called as a competence teacher if they have a good competence and performance. Both of them are important factors EFL teachers needed to conduct successful classroom instructions (Brown, 2001). Therefore, the study of teachers’ competence and performance in language teaching have become an important aspect of effective teaching in every school. (Usman, 1994), the competence is “the one thing that describes a person's qualifications or ability both qualitatively and quantitatively.” Then, this implies that the competence can be used in two contexts, first as an indicator of ability that shows the acts observed second as a concept that includes aspects of cognitive, effective and acts as well as the stages of implementation as a whole.

The concept of the competence above, if it explored deeply include four areas of competence that is essential for a teacher namely pedagogical competence, personal competence, social competence, and professional competence. The legislation of the Republic of Indonesia number 14 Year 2005 about teachers and professors “in general competence of the teachers include pedagogic competence, social competence, personality, competence and professional competence through

education profession.” These four types of the competencies should be controlled fully by the teacher.

Pedagogical competence is a specific competence that distinguishes teachers or lecturers from other professions (Jahiriansyah 2013; Retnowati, 2013). They demonstrate the ability of teachers to organize learning material so it can be easily understood by the learners. Indonesian Government Regulation No. 74, 2008 on Teachers defines that “teachers’ pedagogical competence is the ability of teachers in learning management of the learners”. Pedagogic competence in accordance with the legislation of the Republic of Indonesia number 14 Year 2005 article 10 paragraph (1) is the ability to manage the learning learners. While according to the explanation in the education standards of article 28 paragraph (3) grain à expressed: “The competence of pedagogy is the ability to manage learning the learners that includes an understanding of learners, the design and implementation of learning, student assessment, and the development of the learners to actualize the potential range.” Depdiknas (2004:9) mentions these competencies can be seen from the ability to plan a program of teaching and learning, the ability to manage interaction teaching learning process, and the ability to perform the assessment.

Therefore this research aims to analyze Lecturers’ Pedagogical Competence especially when lecturers manage interaction teaching learning in teaching English speaking for formal Interaction at English Education Department IAIN Surakarta. Thus explanation above is related the previous study that has been concluded by the other as follow: Indra (2014) in his research in IAIN

Tulungagung concluded that lecturers pedagogic competence has big impact toward students achievement in their teaching learning process, therefore Qodriyah (2016) with result of her research show that lecturers had many various action to plan a program teaching and learning process also does many various action when they apply lecturers pedagogic competence in their teaching and learning process. Furthermore, lecturers' pedagogic competence is competencies that must have by lecturers for their teaching learning process and also handle all aspect in their students teaching and learning. Nining (2011) explains that lecturers' pedagogic competence has a big impact toward their institution and quality of teaching and learning process.

Speaking for formal interaction is speaking courses in IAIN Surakarta. This course taught in third semester in English Education, there are four lecturers who teach subjects speaking for formal interaction. The speaking for formal interaction refers to the public speaking, how to become a moderator, seminar presentation, job interview, being a presenter etc. In the learning process a lecturer teaching with the way the real condition what is in practice. According to (Jones: 1996) speaking for formal have definable generic structure and the language used is more predictable because less contextual support, the speaker must include all necessary information in the text, hence the importance of the topic as well as textual knowledge.

Speaking class in English Education of State Institute Islamic of Surakarta is categorizes in 3 name of study, first is Speaking Informal Interaction its taught in the first semester, and Speaking for Formal Interaction taught in second

semester, the last is Speaking For Academic Purpose taught in third semester. This research choose speaking for formal interaction because it started from the material and evaluation. This research aims to find out what are the competences owned lecturer in teaching English speaking in English department at State of Islamic Surakarta especially pedagogic competence in teaching English speaking, researchers want to find out the valid data through observation.

For the reasons stated previously, the researcher wants to capture and describe by conducting a research about English lecturers' pedagogic competence in teaching English speaking for formal interactions in English Education Department. Finally, the researcher is interested in conducting a research entitled:

“LECTURERS’ PEDAGOGIC COMPETENCE IN TEACHING SPEAKING ENGLISH FOR FORMAL INTERACTION AT ENGLISH EDUCATION DEPARTMENT OF THE STATE ISLAMIC INSTITUTE OF SURAKARTA”

B. Limitation of problem

This research has boarder scope and it is impossible to handle all problems. Here, researcher focuses on lecturers' pedagogic competence especially when lecturers manage interaction teaching and learning class by English Education Department Surakarta Lecturers at State Islamic of Surakarta in teaching English speaking for formal Interaction at the third semester in academic year 2018/2019.

C. Problem Formulation

Analyzing the teacher pedagogic competence in Teaching English is the main problem of this research. In order to get complete and clear data about it the researcher formulates the research questions as:

“How was the pedagogical competence of English Education Department Lecturers in teaching English Speaking for Formal Interaction at State Islamic of Surakarta in teaching English speaking for formal Interaction at the third semester in academic year 2018/2019?”

D. Objective of Study

In accordance with the problems described above, the purpose of this research is as follows:

“To know and find out the lecturers’ pedagogic competence English Education Department Lecturers in teaching English Speaking for Formal interactions at State Islamic of Surakarta in teaching English speaking for formal Interaction at the third semester in academic year 2018/2019.”

E. Benefit of The Research

In this research, the researcher is expected to give significant contribution in key terms of theoretical and practical as follows:

1. Theoretical Benefit

This research was expected to have a significant contribution for the development of the teachers’ pedagogic competences theory especially for

the English Education Department Lecturers at State Islamic Institute Of Surakarta.

2. Practical Benefit

a) Significance for the students

So that learners were able to achieve mastery learn optimally so as to achieve a proud achievement.

b) Significance for the teachers

To the phenomenon systematically education, provide clues about which should be implemented in educating and as an opportunity to make corrections to themselves in implementing the learning in the classroom.

c) Significance for the Institution

This researcher was expected to be a reference for university to pay more attention to their students' quality in teaching as the next teachers.

F. Definition of Key Terms

1. Pedagogic Competence

According to Usman (1994), the competence is “the one thing that describes a person's qualifications or ability both qualitatively and quantitatively.” This notion implies that the competence can be used in two contexts, namely: firstly, as an indicator of ability that shows the acts observed; secondly, as a concept that includes aspects of cognitive, effective and acts as well as the stages of implementation as a whole. Law of Indonesia (2005:14) about teacher and lecturer in section 1, subsection 10, mentioned

that “Competence (capability) is a set of knowledge, competence and behavior that must be belonged to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism”. Law UU No. 14 of year 2005 teachers and professors expressed pedagogic competency is the "ability to manage learning learners." Depdiknas (2004:9) mentions these competencies with competency management learning. This competence can be seen from the ability to plan a program of teaching and learning, the ability to carry out or manage the interaction of teaching and learning, and the ability to perform the assessment.

2. Lecturer Competence

Republic Indonesia Law. 14 of 2005, “Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.”

3. Speaking skill

Tarigan (1990:3-4) defines that talking or speaking is language skills developed in a child's life, produced by the skills of listening, speaking and at that time learning skills. Based on a competency-based curriculum to talk is one of the four basic competences which students must get better. It has an important role in communication. Talking can find spoken especially in the cycle under construction alongside the text (the National Education curriculum, 2004).

4. Speaking for Academic Purpose

Speaking for Academic Purpose is the course speaking taught in the third semester in academic year 2018/2019 at State Islamic Institute of Surakarta. English speaking for Academic Purpose is the courses speaking that learn about how we can speak as formal in formal situation and for academic purpose. Formal language tells the recipient that we respect them enough to change the way we speak. It shows that we are aware of the unspoken conventions that govern some interactions. It demonstrates that that we are able to adopt a more sophisticated register when the need arises (Davidson, 2017:11).

5. Literacy

A definition of information literacy is very many and continues to grow according conditions time and evolving field. In a simple formulation of information literacy's the ability to search for, evaluate and use information needed effectively. Nature of information literacy's a set of skills that required to search, people search, analyze, and utilize the information (Bundy, 2001).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains about: Lecturers Competence, Competency, Pedagogic Competence, Speaking skill, speaking for academic purpose, Competency of literacy, Previous Study.

A. Theoretical Description

1. Competency

Usman (1994), the competency is "the one thing that describes a person's qualifications or ability both qualitatively and quantitatively". This notion implies that the competency can be used in two contexts firstly, as an indicator of ability that shows the acts observed; secondly, as a concept that includes aspects of cognitive, effective and acts as well as the stages of implementation as a whole. The law of Indonesia (2005:14) about teacher and lecturers in 1, subsection 10, mentioned that "Competency(capability) is a set of knowledge, competence/abilities, and behavior that must be belonged to inspired and mastered by teacher or lecturer in carrying out the task of professionalism".

Competency can be defined as knowledge, skills and abilities that are controlled by someone who has been a part. In the other hand, competency is an underlying characteristic of an individual that is causally related to criterion -referenced effective and/or superior performance in a job or situation. Underlying characteristics means the competency is a fairly deep and enduring part of a person's personality and can predict behavior in a wide

variety of situations and tasks. Causally related means that a competency causes or predict behavior and performance. Criterion referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard (Spencer, 1993:9). From discussion above, it can be conclude that the competency refers to the ability to implement something that is acquired through education.

Competency refers to the performance of teachers and act rationally to meet certain specifications in carrying out educational tasks. It is said to be rational because competence has direction and purpose, while performance is the behavior of a real person who is observed by others. Appropriate Regulation No 19 year 2005 about education standards of article 28 (3) stating that competencies should be owned teacher as a learning agents are as follows:

a. Pedagogic Competence

In the national standards of education, explaining the article 28 (3) with advanced pedagogic competence that is the ability managing the learning learners that includes an understanding of participants students, design and implementation of learning, student assessment, and the development of learners to actualize the various potential It owns.

b. Competence of personality

In the national standards of education, explaining the article 28 (3) grain b, expressed that the definition of competence personality is the ability of a steady personality, stable, mature, discerning and authoritative, became the model for learners, and noble character.

c. Professional Competence

In the national standards of education, explaining the article 28 (3) grains c, expressed that the definition of professional competence material mastery learning ability is wide and deep which allows guiding learners meet the standard of competence that set national standards of education.

d. Social Competence

In education standards, explain article 28 (3) grain d, expressed that the definition of social competency is the ability teachers from most of society to communicate effectively and hang out with learners, sesame educational personnel, educators, parent/guardian of the participant learners, and the surrounding communities. From definitions above, the definition of competency in this research is explored deeply include four areas of competency that is essential for a teacher namely pedagogical competency, personal competence, social competence, and professional competence. These four types of competencies should be controlled fully by the teacher. Awareness of the competencies demanded a heavy responsibility for the teachers themselves. They must have the courage to face the challenges of the task and the environment, which would affect the development of his personality. It means they also must have the courage to change and improve themselves in accordance with the demands of the times.

2. Pedagogic competence

Pedagogical competence is the ability of teachers in the management of education of students, including understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of diverse learners to actualize their potential. Hoogveld (1994) cited by Sadulloh states the pedagogy is the study issue guide to specific objectives eventually is able to independently complete the task of his life. The term pedagogy refers to the theory of educating the question what and how to educate as well as possible. Therefore, the pedagogy is seen as a process or activity that aims to let human behavior changes. So, competence much needed in the world of education because when her teacher has the competence then output will also be qualified also.

UU No. 14 in 2005 about the teachers and professors of article 10 paragraphs (1) of competence teachers include competence, the competence of personality pedagogy, social competence, and professional competence acquired through the education profession. In UU No. 14 of 2005 Year teachers and lecturers expressed pedagogic competency is the "ability to manage learning learners". Depdiknas (2004:9) mentions these competencies can be seen from the ability to plan a program of teaching and learning, the ability carry out or manage the interaction of teaching and learning process and, the ability to perform the assessment the pedagogic competencies as follow:

a. Competency to plan a program of teaching learning

Joni (1984:12) teaching and learning program planning capabilities include the ability to: Plan of organizing teaching materials, planned management of teaching and learning activities classroom management plan, the use of the media and teaching resources planning an assessment of student achievement in the interest of teaching.

Depdiknas(2004:9) suggested learning plan includes drafting competency (a) being able to describe the objectives, (b) being able to choose the material, (c) capable of organizing the material, (d) is able to determine which methods/strategies of learning, (e) able to determine learning resources/media/learning props, (f) are capable of compiling assessment device, (g) are able to determine the assessment techniques, and (h) are able to allocate time.

Based on the above description, teaching and learning program plan is a projection of the teacher on the activities to be done during student learning progress, which includes: formulating goals, outlining a description of the units of matter, devise teaching and learning activities, choose from a variety of media and learning resources, assessment and planning objective mastery.

b. Teaching and Learning Process Competency

Carry out the process of teaching and learning is the stage of the implementation of the program has been compiled. In this activity the claimed ability is to create and cultivate teacher liveliness of activities students learn according to the plan that had been drawn up. Teachers

should be able to take decisions on the basis of proper assessment, teaching and learning activities are enough, if they are changed do an activity that then needs to be repeated while students have not been able to achieve learning objectives.

At this stage, besides the knowledge theory of teaching and learning the knowledge of the students also required proficiency and skills learning techniques for example: the principles of teaching, the use of teaching aids, teaching methods, and the use of the skills of assessing student learning outcomes. Yutmini (1992:13) suggests, the requirements the ability to have teachers in implementing the teaching and learning process includes the ability to: (1) using the method of learning, media, and training materials in accordance with the purpose of the lesson, (2) demonstrate mastery of the subjects and teaching supplies, (3) communicate with students, (4) demonstrating various methods of teaching, and (5) implementing the evaluation of the teaching and learning process.

In the implementation of the process of teaching and learning concerns the management of learning, in presenting the subject matter should be done in a planned and systematic way, so that the goal of teaching can be mastered by students effectively and efficiently. This capability must have by lecturers in carrying out activities of teaching and learning is seen in the identifying characteristics and abilities of students, and then diagnose, assess and respond to any changes in student behavior.

Depdiknas (2004:9) suggests competence carry out teaching and learning includes (1), lesson open (2) present the material, (3) using media and methods, (4) use of props, (5) uses language that is communicative, (6) motivate students, (7) organize activities, (8) interact with students in communicative, (9), (10) lesson, give feedback, (11) carry out an assessment, and (12) using the time.

Thus, it can be said that implementing the process of teaching and learning is an activity where ongoing relationships between humans, with the aim of helping the development and helping student involvement in learning. Basically, carry out the process of teaching and learning is to create an environment and atmosphere that can cause changes in the cognitive structure of the students.

c. Competency Assessment of Teaching and Learning

Sri Prana (1993:212), teaching and learning assessment carried out to know the success of the planning of teaching and learning activities that have been drawn up and implemented. Assessment refers to the process that determines how well the Organization's programs or activities carried out to achieve the intentions that have been set.

As the definition above, the definition of pedagogic competence in this research can be defined that “the pedagogic competence of an English teacher consists of: understanding to learners, mastery the learners theories and educated principles of learning, developing the curriculum, developing the learners

potential, communicating to the learners, and implementing assessment with all techniques and kinds. Competency in teaching and learning process

3. Lecturers Competence

Republic Indonesia Law 14 of 2005, "Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service". The position of a lecturer as professionals referred to in article 3 (1) in paragraph (UU RI No. 14 year 2005) serves to enhance the dignity and the role of the lecturer as a learning agent, developer of the science, technology, and art, as well as -servants to the community it serves to improve the quality of education nationwide.

Under article 7 paragraph (1) in (UU RI No. 14 in 2005), the teaching profession and professions of lecturer is a special line of work that was carried out based on the following principles: has talent, interest, boredom, and idealism; a commitment to improve the quality of education, faith, devotion, morals and noble; have a qualified academic and educational background in accordance with field assignments; have the required competencies in accordance with field assignments; have responsibility for the implementation of professional; earn income determined in accordance with the work achievement; have the opportunity to develop sustainable professional with lifelong learning; have the guarantee of legal protection in carrying out the task of professionalism ; and have the professional

organizations which have the authority to regulate matters relating to the duties of the professional.

Lecturers should be able being professional lecturers as in “*TRI DHARMA PERGURUAAN TINGGI*” In Indonesia education and according to the Law No. 20 of 2003 year of the national education system, that is obliged to convene the college education, study, and devotion to the community, the third obligation is the contents than the *Tridharma* College. Akiri and Ugborugbo (2009), that lecturer competence is regarded as a multidimensional construct teaching which encompasses numerous interconnected elements towards transformation of knowledge to learners.

Previous studies conducted by Schacter and Thum (2004), Adediwura and Tayo (2007) and Adu and Olatundun (2007) reveal that different elements of lecturer competence include lecturer’s subject knowledge, teaching skills, lecturer attitude and lecturer attendance. Based on the explanation above the definition of lecturers competence used in this research is on UU RI No. 14 year 2005 “lecturers is reveal to lecturer as a learning agent, developer of the science, technology, and art, as well as - servants to the community it serves to improve the quality of education nationwide.

4. Aspect of Competencies

Gordon as quoted by Mulyasa (2007:38), states that there are six aspects or domains contained in the concept of competency namely as follows:

a. Knowledge

Knowledge is an awareness in cognitive field, for example a teacher knows how to identify learning needs, and how to perform the learning of the students according to their needs.

b. Comprehension

Comprehension (understanding), is the depth of cognitive and affective owned by individuals, for example, a teacher who would carry out the study must have a good understanding of the characteristics and circumstances of learners.

c. Ability (skill)

Ability (skill) is something that is owned by an individual to perform a task or job assigned to him, such as the ability of teachers to choose and create simple props to provide ease of learning to learners.

d. Values

Values are the standard of behavior that has been believed and psychologically been fused in a person, for example, the standard behavior of teachers in learning (honesty, openness, democratic, and others).

n													
Ability													
Value													
Attitude													
Interest													

VG: Strongly Aggre, **NG:** Not Good, **G:** Aggre, **B:** Bad

6. Competency of literacy

A definition of information literacy is very many and continues to grow according conditions time and evolving field. In a simple formulation of information literacy is the ability to search for, evaluate and use information needed effectively. Nature of information literacy is a set of skills that required to search, people search, analyze, and utilize the information (Bundy, 2001). The concept of information literacy has actually been translated and performed in a variety of ways since the beginning of the seventies. Originally the term that is often used is such a study skill, research skills, and library skills and tends to be used in the context of the activities in education. Therefore, information literacy the part occurring cannot be separated of educational activities or learning. This competency should have by the teacher to become a teacher that have a good pedagogic competence. Work Group on Information Literacy of California State University, defines information literacy as the ability to find, evaluate, and use information in various formats. To be able to do it then the information seekers should able to show a certain amount of expertise in the an integrated process, namely:

- a) Stating the question, problem, or the issue of research.
- b) Specifies the information needed for questions, problems, or issues research.
- c) Knowing place/location and find relevant information.
- d) Organizing information.
- e) Analyze and evaluate information
- f) Synthesizes information.
- g) Communicates with the use various types of information technology.
- h) using technology to obtain information.
- i) Understand the ethical, legal, and social issue politics-related information and information technology.
- j) Use, evaluate, and critical of the information received from the the media.

Appreciate that the expertise gained of competency information allows for lifelong learning (California State University, 2002). Formulation of literacy competency standards information for higher education ever conducted by the Association of College & Research Libraries Standards Committee and the result is also recognized by the Board of The Directors of the Association of College and Research Libraries (ACRL) and at the sauatu meeting of hosted by the American Library Association of San Antonio, Texas (Association of College and Research Libraries, 2000). Literacy competency standards information from ACRL, someone called information literate if is able to:

- (1) determine the nature and scope of information required
 - a. Define information needs.
 - b. Identify various types and format of information resources potential.
 - c. consider the costs and benefits of the information search It needs.
 - d. re-evaluate the nature and the scope of information required.
- (2) Accessing the needed information effectively and efficiently
 - a. to select the search method or information retrieval system best way to search for information It needs.
 - b. develop and implement a strategy an effective search.
 - d. find the information back in
 - e. on-line or in person using a variety of methods.
 - f. Change the search strategy if It needs to be.
 - g. quotes, notes, and cultivate the information and its resources.
- (3) evaluate the information critically and the source
 - a. Summarize the main ideas that can quoted from information collected.
 - b. Issued and use the initial criteria for mengevalusi information and its resources.
 - c. Collecting main ideas building a new concept.
 - d. compare the new knowledge with previous knowledge to specify a value added, contradiction, or unique characteristics other than information.

7. Speaking skill

Tarigan (1990:3-4) defines that speaking is language skills developed in a child's life, produced by the skills of listening, speaking and at that time learning skills. Based on a competency-based curriculum to speaking is one of the four basic competences which students must get better. It has an important role in communication. Speaking can find spoken especially in the cycle under construction alongside the text (the National Education curriculum, 2004). Speaking is productive skills. This cannot be separated from listening. When we speak, we are producing the text and should be meaningful. In communication, we can find a speaker, listener, messages and feedback. Talk cannot be separated from the pronunciation because it encourages learners to learn the language of the United Kingdom votes.

Harmer, (in Tarigan, 1990:12) wrote that when teaching speaking skills or produce, we can apply the three main stages, namely:

- a. Introduced a new language
- b. Practice
- c. Communicative activities.

Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990:8) said that "Talking is a way to communicate that influence our daily lives". It means that speaking as

the way of communication influences our individual life strongly. Speaking has many styles and according Jack Richard, 1994 here this.

Speaking style by (Jack Richad: 1994) an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time and the different social meanings that are communicates by these differences. Different speech style reflects perception of the social roles of the participants in speech event. If the speaker and the hearer are the judged two of more or less quarter status, a casual speech style is appropriate the stresses affliction and solidarity. If the participants are perceived as being uneven power status a more formal speech style is appropriate, one that marks the dominance of the speaker over the other. Successful management of speech style creates the sense of the politeness that is essential for harmonious social relations (Brown and Loviison: 1978). According to (Brown and Lovisson: 1987) speaking skill defined:

a. Speaking for interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primary social function. When people meet, they exchange greetings, engage in small talk, and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

The focus is more on the speaker and how they wish to present themselves to each other than a message. Such exchange may be either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983).

b. Speaking as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transactions, talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g. in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. (Jones: 1996).

c. Speaking as performance

This type of talk or speaking can usefully be distinguished from what has been called talk or speaking as performance, this refers to public talk, that is talk which transmits information before an audience such as a morning talk, public announcements, and speeches.

From the explanation above the definition of speaking skill in this research is used by Brown and Levinson: (1978). According to (Brown

and Lovisson: 1987) speaking skill is 1). Speaking for interaction, 2) speaking for transactional, 3) speaking performance.

8. Speaking for Formal Interaction

Speaking for academic purposes is the course speaking taught in second semester in academic year 2018/2019 at State Islamic Institute of Surakarta. Ladousse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "Talking is a way to communicate that influence our daily lives". It means that speaking as the way of communication influences our individual life strongly.

Formal language tells the recipient that we respect them enough to change the way we speak. It shows that we are aware of the unspoken conventions that govern some interactions. It demonstrates that we are able to adopt a more sophisticated register when the need arises (Jack Davidson, 2017:11) from the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. English speaking for formal interaction is the courses speaking that learn about how we can speak as formal in formal situation and interaction.

Type of talks or speaking can usefully be distinguished has been called talks or speaking as performance, this refers to public talk, that is talk which

transmits information before audience such as morning talk, public announcements, and speeches. Spoken text or formal according to (Jones: 1996) often have indefinable generic structure and the language used is more predictable because less contextual support, the speaker must include all necessary information in the text, hence the importance of the topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.

B. Previous Study

Thus, explanation above is related with the previous study that has been concluded by the other as follow: Indra (2014) in his research in IAIN Tulungagung concluded that lecturers' pedagogic competence is has big impact toward students' achievement in the teaching learning process. Therefore, Qodriyah (2016) showed that lecturers had many various actions to plan a program teaching and learning process also does many various actions when they apply lecturers' pedagogic competence in their teaching and learning process.

Furthermore, lecturers' pedagogic competence is competencies that should has by lecturers for their teaching learning process and also handle all aspect in their students teaching and learning. Because has a big impact in their institution, Ahmad and Setyaningsih (2012) have researched about "Teacher Professionalism: A Study on teachers' Professional and Pedagogic Competencies at Junior, Senior, And Vocational High Schools in Banyumas Regency, Central Java, Indonesia." This paper discusses teachers'

professionalism. These teachers' competencies are summarized in four competencies, namely professional competency, pedagogical competence, personal competencies, and social competence. This study focused on both teachers' professional and pedagogic competences. This study was carried out to research the teachers of Junior, Senior, and Vocational High School in Banyumas Regency, Central Java, Indonesia. Setyarahajoe and Irtanto (2013) have researched similar matter entitled "The Competency of Teachers as Human resources at Senior High School, in Kediri, East Java, Indonesia".

The result of those researches above shows that the rate of teachers' competencies has in line with standard categories, especially the pedagogic, personal, professional, and social competencies

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher took a certain procedure covering six components. They are Type of Research Design, Research Setting, Subject of The Research, Data and Source of The Research, Technique of Collecting Data, technique of Analyzing Data and Trustworthiness of The Data.

A. Research Method

1. Research Design

This research applied descriptive qualitative method. It is being qualitative approach by using descriptive design. Margono (2010:8) Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain populations which aims to solve the actual problems faced now and collect data or information to be arranged, described, and analyzed. Dawson states (2007:15-16) qualitative research explores attitudes, behavior and experience through such methods as interviews or focus groups.

In finding the right data on Lecturers Pedagogic Competence in Teaching English Speaking for academic purpose at the third semester of English Education at State Islamic Institute of Surakarta, researcher will use collecting data techniques through observation, interviews.

Furthermore, to analyze the data that has been collected by interviews and observation with the technique of data reduction, data presentation and conclusion. The results of process of the data was described by investigators using descriptive qualitative design.

B. Setting place and time

1. Place

It is important to the researcher to know, to determine the research, and to limit the place in conducting the research to make the research easier. In this study, the researcher carried out at The State Islamic Institute of Surakarta which is located at Jalan Pandawa, Pucangan, Kartasura, Sukoharjo, Jawa Tengah.

2. Time

The research conduct for about 4 mounts, started on August 2018 until December 2018.

C. The Subject Of The Research

In this study, the subjects of the research are two lecturers of 3rd semester of speaking for academic purpose class of English Departement Islamic Institute Of Surakarta in Academic year 2018/2019.

The reseacher uses observation to get the data, Margono S (2003: 158-159), observation is scientific Method which is defined as observation through

focusing on an object by using the senses. Observation is defined as the systematic observation and recording of the symptoms that appear on the object of research, observation and paint are made for the object in a place or event occurred. The reseacher chose the lecturers of third semester class of speaking for academic purpose to do observation and get data.

D. Data and Source of Data

1. Data

This researcher analyzed an English Education Department Lecturers who teach English Speaking for Formal Interaction at State Islamic Institute of Surakarta. This research conducted at the lecturers and the students because researcher wants to find out directly how is the practice of pedagogical competence by interview from the lecturers and also the student so we can get a balance information booth of them.

The data of this research is observation and interview as a data source. The researcher analyzes Lecturers' Pedagogic Competence in Teaching Speaking for Formal Interaction. hopefully that the results of this research can be a reference for English teachers or Lecturers at the school or college to further enhance learning practices in primary class about teacher or Lecturers pedagogical competence.

2. Source of Data

Lofland (in Moleong, 2001:112) the primary data source of qualitative research are words and action as a substitute data. The source of the data refers to the subject from which the data are obtained (Arikunto, 2010: 172). In this research the source of data came from the conducting of observation and interview with the subject of this research.

E. Research Instrument

1. Observation

Margono (2003: 158-159), observation is scientific Method which is defined as observation through focusing on an object by using the senses. Observation is defined as the systematic observation and recording of the symptoms that appear on the object of research, observation and paint are made for the object in a place or event occurred. The terms of the observations are used in free forms do not need no answer but noted what is appeared to be supported results of this research that includes taking the form of participants and non-participants. participant observation is used to know the conditions of teachers in the process of delivering materials in classroom. While non-participants, the researcher focus on capturing and observing lecturers pedagogic competence in teaching seeking for formal interaction used by English education lecturers at The

State of Islamic Institute of Surakarta. The observation of this research had done fourth time for each lecturer in August until September.

2. Interview

Interview is a tool to gather information by asking a number of questions orally to be answered verbally anyway by direct contact or face-to-face with resources (informant). The interview is a question and answer verbally between two or more people directly. This interview is conducted by using interview guide that contains instructions outlined in principal with the intention to ask the principal planned to be covered entirely. In this case the researcher used a structured interview as the research instrument; therefore, doing interviews, the researcher will set up an instrument in the form of a question the answer to written questions at the ready alternative to making it easier for researcher to do the recording. The purpose of the interviews in this study to obtain data, information related to lecturers' pedagogical competence of English Education Department lecturers in teaching English Speaking For Formal Interaction of class at the second semester of State Islamic Institute Of Surakarta.

F. Technique of Collecting Data

Data collections procedures use in this study were:

1. Researcher collected the RPS as the learning plan in order to get the data about the preparation competence
2. Researcher observed 2 lecturers of third semester class speaking for academic purpose English lecturers while teaching English in the classroom in order to get the data about the teaching learning process.
3. Researcher interviewed the lecturers about their evaluation of the pedagogical competence.
4. Researcher interviewed students of English speaking for formal interaction class about the teaching learning process and evaluation of the lecturers.

G. Technique Analysis of The Data

1. Qualitative Data

According to Bogdan, data analysis is the process of systematically searching and arranging the interview script, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others (Sugiyono, 2014: 334). After the researcher collects the data, the researcher analyzes it by using descriptive analysis which involved the description and interpretation of the data. So, the data collected of this research was

described and interpreted into own sentences. Data analysis in qualitative research, carried out at the time of data collection takes place, and after the completion of data collection in a particular period. According to Miles and Huberman (1984), suggests that activity in the qualitative data analysis performed interactively and runs continuously until complete, so that the data is already saturated.

The data analysis in this research is descriptive qualitative research, in this research there are never used numerical measures but emphasize in description. This research produces descriptive data in form of written words. The purpose of this research is to describe research finding elaborately.

According to Lodico (2010:180) states that there are six steps involved in qualitative data analysis vary according to the research questions asked and the type of approach taken, the steps listed here are common to most studies:

- 1) Prepare and organize the data.
- 2) This type of transcription involves data analysis as well as preparation, the researcher analysis the data at the same time that one is preparing and organizing. And also the interviews were tap preparation involves transferring the information from the recorded interviews into a written form.

3) Review and explore the data.

The researcher makes note to themselves about the data as they collect it. This means that the researcher has already begun the process of reviewing the data before begin the formal analysis of it.

4) Code data techniques.

The researcher identifies different segments of the data that describe related phenomena and labeling these parts using broad category names. It is an inductive process of data analysis. The researcher create codes for the problem passed in public speaking program which used for analyze data in field note. this research, the researcher gave some codes of each datum in order to be easy in analyzing the data The emerging codes and themes may also serve to “integrate data gathered by different methods” (Bowen, 2009). The coding of the Lecturers Pedagogic Competence show with the table as follows:

CODING

TABLE 3.1 CODING Lecturers and Researcher

NO	CODE	CATEGORY
1.	Researcher	R1
2.	Lecturers	L1 F
3.	Lecturers	L2 M
4.	Students	S
5.	Pedagogic Competence	P C
6.	Professional Competence	Pro C
7.	Social Competence	Soc C
8.	Personal Competence	Pers C

The table above is to analyze Lecturers Pedagogic Competence used by the researcher. These types of data can be used to support component analysis according to (Spradley, 1980; Santoso, 2017: 65). The researcher used L1 F and L2 M because its indicate that two lecturers has been qualifying as the possible informan and object or source of the data. And the reseacher also not mention the indentity of the informan.

Here is the example to read the coding data:

“Lecturers have a positive quote in their teaching learning process”.

L1/SocC/ PersC/ PC from that statement above mans that Lecturers 1 has a Social Competence in their utterance and Pedagogic Competence when they were do teaching and learning process.

The form of implementation will be providing by the table:

No.	Data	ASPEC PC			
		PC	Soc C	Pro C	Pers C
01.	L1	√	√		

- 5) Construct thick descriptions of people, places, and activities. The researcher should be detailed descriptions of the people, places, and

events in the study. And also of the experiences, perspectives, and physical settings represented in the data.

6) Build themes and test hypotheses.

The researchers provide the organizing ideas and use to explain what they have learned from the study. So the researcher describes and identifies the major concepts or issues that the researcher uses to interpret and explain the data.

7) Report and interpret data

8) The researchers' interpretations of what the data mean. So the research is reported in a mostly non quantitative, narrative manner, which often makes it enjoyable to read.

From the definition above, the researcher obtained the data through the observation and interview with the lecturers of English speaking for formal speaking class at second semester of State Islamic Institute of Surakarta in academic year 2017/2018.

H. The Trustworthiness of The Data

The trustworthiness of the data can be done by participation prolongation, diligence of research, triangulation, colleague checking, and sufficiency of references, negative cases analysis, and member check (Moleong, 2000:175). In this research, the researcher is going to use triangulation and member check. The researcher asks and do interviewed lecturers and students so the researcher can compare and match with booth of data interviewed and observation in order to support the trustworthiness of data. The researcher will choose triangulation to get the validity of the data. Moleong (2001:178) stated that triangulation is checking technique of data validity that employing something in other of the data for checking and compare the data. Triangulation is broadly defined by Denzin (1978: 291) as "the combination of methodologies in the study of the same phenomenon."

Johson (in Lauri, 2011:2) discusses that the issue of the use of triangulation in qualitative research and makes reference to work by different authors who discuss strategies to maximize credibility and dependability in qualitative research. A list of these strategies compiled by Johnson includes:

- Data triangulation (the use of multiple data sources to help understand a phenomenon)

- Method triangulation (the use of multiple research method to study a phenomenon)
- Investigator triangulation (the use of multiple researcher in collecting and interpreting data)
- Theory triangulation (the use of multiple theories and perspectives to help interpret and explain the data)

Theory triangulation involves using more than one theoretical framework in the interpretation of the data. Theoretical triangulation is the use of more than one theory hypotheses when investigating a phenomenon. In the theoretical triangulation, the perspectives or hypotheses used in the study may be related or have opposing view points. This strategy used to get the validity and reliability of the data. In this research, the researcher used the triangulation of data and theory in order to get the trustworthiness of this research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researcher will explain point of finding from the observation for this research. This chapter presents the research findings and discussion used to answer the problem statements in chapter I, which have been collected from the interview and observation. The focus part of this chapter is to describe the analyzing of the result *''Lecturers' Pedagogic Competence in Teaching Speaking English For Academic Purpose at English Education of The State Islamic Institute of Surakarta''*.

A. Findings

The Data on Lecturers' Pedagogic Competence in Teaching Speaking English for academic purpose at third semester English department of the State Islamic Institute of Surakarta obtained through an interview and observation. The Lecturers' Pedagogic Competence can be indicates as the explanation of the national standards of education, it is found at the Republic Indonesia Education Law at **article 28.(3)** with advanced pedagogic competence that is the ability managing the learning learners that includes an (1) understanding of participants students, (2) design and implementation of learning, (3) student assessment, and (4) the development of learners to actualize the various potential it owns.

Here were the findings of research that researcher get after doing research at Third semester of English education department of state institute Islamic Surakarta. The result of finding composed by the related table adapted from Gordonin order to be easy in analysis.

Table 4.1 The result of observation and interview using aspect of PC

No.	Subject	Data		Aspect of PC			
		Int	Obs	Understanding participant students	Design and implementation of learning	Students assessment	The use of media in teaching
01	L1F	√	√	√	√	√	√
02	L2M	√	√	√	√	√	√

The table above shows the findings of the PC from the lecturer in teaching speaking. The findings describe deeply as follows:

1. Understanding of participants students.

The researcher found that the lecturer had understanding of participant students by the result of interview and observation. The result of interview from the L1F as follow:

“untuk mengetahui kondisi para mahasiswa secara umum, biasanya ya saya tanya kabar mereka di awal pembelajaran mas, ya sama basabasi dikitlah untuk meningkatkan situasi mengajar yang lebih kondusif. Seperti beberapa pertanyaan tentang liburan mereka atau apakah yang lain.”(L1F/Friday,7sept2018)

Result the L2M as follow:

“kalau saya cara untuk mengetahui kondisi para mahasiswa , biasanya saya sebelum pelajaran melakukan relaksasi seperti senam kecil atau menyanyi lagu lagu untuk merelaksasi otak dan agar bisa meningkatkan konsentrasi mahasiswa saat proses pembelajaran”(L2M/Tuesday,11sept2018)

The reseacher also found the supporting data about how the lecturers understanding of the students from the observation. The

observation prove that the lecturers asking the students condition in the beginning of the teaching learning process. the following question of the lecturers can be found in the RPS and field note from the researcher. The conclusion of the lecturers understanding students is Lecturers prime knowledge about the students in the class.

2. Design and implementation of learning

The researcher found that the lecturer had competency in design and implementation of learning by the result of interview and observation. The result of interview from the L1F as follow:

“saya sebisa mungkin mencoba untuk menerapkan setiap poin poin yang ada di silabus tetapi saya juga menggunakan beberapa cara atau strategi yang menurut saya nyaman dan baik untuk mengajar mata kuliah ini”.(L1F/Friday,7sept2018)

The result of interview L2M:

“untuk design dan strategi yang saya gunakan sesuai dengan silabus serta memiliki tujuan yang sama sesuai dengan RPS, saya tidak terlalu terfokus dengan strategi tertentu karena menurut saya yang terpenting dalam mata kuliah ini adalah bagaimana mahasiswa bisa dan biasa dalam mempraktikan skill speaking nya”.
(L2M/Tuesday,11sept2018)

And the result of observation from the researcher, the researcher found the different strategy used by L1F and L2M in their teaching and learning process. L1F used a more debate strategy to apply their design and implementation of teaching and learning process. And L2M used more various strategy and used a fun strategy like singing, stretching and etc in their teaching and learning process. Finally the researcher conclude that L1F and L2M can handled design and implementation of learning by the uses of curriculum and silabus.

3. Student assesment

The reseacher found that the lecturers had many various way to take students assesment it can be found from the interview and observation. And result of L1F interview as follow:

“untuk menilai sebenarnya juga sudah diatur di silabus dan juga RPS tetapi pada dasarnya ada tiga cara dalam menilai afektif maupun kognitif mahasiswa. Yang pertama dari absensi nya kemudian dari keaktifan dan kontribusi di kelas serta nilai harian, tugas, dan nilai akhir.”(L1F/Friday,7sept2018)

The result L2M interview as follow:

“tekhnik assesment atau penilaian sudah ada tata cara nya di silabus saya berdasarkan silabus ada dari attendance atau kehadiran, lalu dari tugas harian , dan yang terakhir nilai uts dan uas lalu kita kalkulasikan antara ketiganya. Tapi saya juga memberikan nilai lebih kepada mahsiswa yang aktif merespon ataupun aktif bertanya pada saat learning proses berlangsung”(L2M/Tuesday,11sept2018)

And the result of the observation done by the reseacher found almost same technique assesment done by the lecturers, they used assesment technique based on RPS and Silabus that three categories to do assesment from the attendance , assigment , and final test but from L1M he also give a plus score to students that give active respond in their learning process class. Finally the reseacher conclude that the lecturers L1F and L2M used three technique to assesment students teacher’ respond to the students when asking, give the score to the students and give an evaluation after teaching,give the students a task.

4. The use media in teaching

The researcher found that the lecturers used the media as long as the purpose of related to the method that used. The media used not as a centre but only as facilitator. It can be seen by the result of observation and interview show that the lecturers use the media in teaching by the purpose. And the result of interview L1F as follow:

“untuk penggunaan media pada pembelajaran speaking tidak terlalu sering karena lebih focus ke praktek, ya mungkin ketika membutuhkan saja kita menggunakan media.” (L1F/Friday,7sept2018)

The result of interview from L2M as follow:

“media bukan pokok penting dalam pembelajaran speaking kelas saya, menurut saya akan lebih baik pembelajaran speaking di fokuskan lebih ke praktek nyatanya. Maka dari itu peran dari dosen dalam mendampingi menjadi lebih intensif.”
(L2M/Tuesday,11sept2018)

Furthermore, the result of observation about the use of media in teaching speaking for academic purposes show that from the six meeting the use of media only found twice in the second and fifth meeting. The use media here have purpose in order to deliver the first material about the general speaking, For example when the lecturers in second meeting explain about the definition and general technique of debate using power point. Then the fifth meeting the media use for playing the sample of video to stimulate the students' knowledge. The researcher concludes that the L1F and L2M apply the media as need as possible.

The researcher indicates that there were three point of aspect that the PC used in teaching speaking by the lecturer as the result of analysis with the aspect using the law of government principle above. Those are:

- 1) conducting the educational learning,
- 2) communicate effectively, empathetic and manner with the students
- 3) utilize the assessment and evaluation for the sake of teaching

The indicators of PC describe deeply as the result of observation and interviews below:

a. Conducting The Educational Learning

The first indicator of PC is conducting the educational learning. The educational learning is conducted by the lecturer before the meeting by composing RPS or lesson plan. The lecturers compose the lesson plan before the all meeting from the schedule. The implementation of the composing lesson plan could be seen by the statement of the L1F & L2M.

Here the following L1F statement:

“Untuk RPS harus selesai dua minggu sebelum jadwal turun itu mas, jadi sebenarnya merencanakan begitu sulit, ketika hal-hal yang terjadi setelahnya sebagai penghambat rencana seperti contohnya ketika saya sakit atau sedang ada keperluan jadi perlu tambahan waktu untuk satu materi yang tidak sesuai rencana. Tapi untuk target tiap penyampaian material dan assessment itu harus dipastikan selesai bahkan mungkin menambah jam tambahan seperti itu.”

The result statement from L2M:

“Pembuatan RPS mengacu pada bagaimana kita menggunakan metode dalam rangka siswa menguasai apa yang ingin disampaikan. Didalam RPS mencakup apa saja aktifitas yang direncanakan dan mengandung aspek afektif & kognitif sesuai yang diharapkan. Kalau dari saya mungkin lebih banyak prakteknya di RPS.”

The researcher also found the related indicator from observation and also take a look from the RPS, then know the implementation by seeing

the activities of the lecturer to know the PC of the L1F & L2M. Moreover the L1F showed the PC from the RPS by providing the aspect of pedagogical such as managing the student's activities, using teaching media, etc. It was found by the researcher from the observation that lecturers show they do a conducting the education learning based on RPS or Lesson plan that they planned, for example when lecturers starting the lesson they do a greeting and asking the students about their condition after that they do a practice speaking and many more. And the L2M showed the PC from the RPS by providing the aspect of pedagogical such as managing the students activities with song and etc.

b. Communicate effectively, empathetic and manner with the students

After conducting education learning the next indicator of PC is do a communicative effectively, emphatic and manner with the students. The lecturers should be a communicative and emphatic to know or understanding the participant students as the indicator of PC because understanding the students it can impact with the method or media use to teaching and learning process. It related with the lecturers statement by L1F and L2M.

Here the following L1F statement :

“mengetahui kondisi mahasiswa dan juga menjadi dosen yang komunikatif itu sangat penting dalam rangka untuk mengetahui bagaimana mahasiswa tersebut, ini nanti juga akan berdampak bagaimana kita (dosen) memberikan treatment atau perlakuan kepada mahasiswa setelah kita tahu kondisi mahasiswa tersebut, kuncinya adalah selalu berkomunikasi, berempati dengan baik kepada mahasiswa”

The result L2M statement :

“dalam proses teaching and learning komunikasi yang baik dengan mahasiswa juga sangat berperan dalam menciptakan suasana yang adem ayem sehingga mahasiswa relax atau senang dalam nanti menerima

pembelajaran dari kita (dosen) sehingga tujuan dari pembelajaran akan tercapai dengan baik nantinya”

The reseacher also found the form of communicate effectievly, emphatic manner with the students when do observation in classroom. The lecturers alwasy greeting and asking the students condition in every beginning lesson and do chit chat to students before teaching and learning activities. The conclude is comunnicate effectievly and empathetic manner with the students is one of indicator of PC that should had by lecturers.

c. utilize the assessment and evaluation for the sake of teaching

Do assesment and evaluation is indicator of PC. Utilize the assesment and evaluation for the sake of teaching is the goal of teaching and learning procces. the succes or not the teaching and learning activities indicate by the result of assesment and evaluation, so if as the lecturers utilize assesment and evaluation be a important thing if we as a competence lecturers. Moreover utilize assement and evaluation for the sake of teaching is one of indicator PC because assesment and evaluation is related assesment to know how far students knowing about the material and the evaluation to know how treatment after the teaching and leraning activities. The related assesment and evaluation it can be seen for the statement for L1F and L2M.

Here the statement for L1F:

“dalam aktivitas mengajar dan belajar proses penilaian dan evaluasi menjadi suatu proses yang final untuk mengetahui apakah proses belajar mengajar itu berhasil, dan itu bisa dijadikan acuan untuk evaluasi dalam proses belajar dan mengajar selanjutnya. Kalau untuk proses penilaian dan evaluasi dalam mata kuliah speaking saya ada beberapa cara untuk melakukan nya ini sesuai dengan yang ada di silabus dan RPS dari mulai keaktifan dalam praktek, lalu absensi, dan juga penilaian untuk nilai akhir

lalu setelah itu saya selalu melakukan evaluasi agar dalam proses belajar mengajar selanjutnya bisa menjadikan kebaikan.”

The result statement for L2M:

“proses penilaian dan evaluasi menurut saya dalam proses yang berkesinambungan dari tujuan pembelajaran tersebut, maksudnya penilaian dan evaluasi itu menjadi tolo ukur dalam suatu proses pembelajaran apakah berhasil atau tidak dan selanjutnya menjadi bahan evaluasi untuk memperbaiki kekurangan yang ada”

The researcher found how the utilize assesmnet and evaluation for the sake of teaching is proof by observation in classroom while the lecturers teaching and asking the students for the assesment. When the lecturers command students to practice speaking for academic year material lecturers do assesment for those students active in their class. After that the lecturers do an evaluation to and then a lecturer in conducting evaluations to improve the practices related to student has done.

B. Discussion

1. Lecturers pedagogic competence

Lecturers understood person who works in university teaching school,building a place of learning,colleges, high schools and universities (*Great Dictionary of Indonesian*).In Act number 14 of 2005 article 1, paragraph 1 states Teachers areprofessional educators with the primary task of educating, teaching, guiding,directing, train, assess and evaluate students on early childhood education, formaeducation, primary education and secondary education.

Lecturers have in depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able

to teach well (Turnuklu and Yesildere, 2007). Teacher must be must be able to influence their students. Teachers must be visionary and authoritative. Corresponding to the *Rule of Government* NO. 19 Year 2005 about the the national standards of education at the **article 28 (3)** with advanced pedagogic competence that is the ability managing the learning learners that includes an (1) understanding of participants students, (2) design and implementation of learning, (3) student assessment, and (4)the development of learners to actualize the various potential it owns.

Based on the result of interview and observation the lecturers' pedagogic competence in teaching speaking for academic purpose showed by the aspect of pedagogic competence as the result of interview and observation on the findings. It can be more deeply discussed by exploring one by one of the lecturers as a result of detail description.

A. L1 Pedagogic Competence

Aspect of Pedagogical competence	Pedagogical competence												
	Competencies of Learning plan				Competencies of managing				Competencies of evaluation				
	VG	G	NG	B	VG	G	NG	B	VG	G	NG	B	
Knowledge	-	√	-	-	√	-	-	-	-	√	-	-	
Comprehension	√	-	-	-	-	√	-	-	-	√	-	-	
Ability	-	√	-	-	-	√	-	-	√	-	-	-	
Value	√	-	-	-	-	-	√	-	-	√	-	-	

Attitude	√	-	-	-	√	-	-	-	-	√	-	-	
Interest	-	-	√	-	-	√	-	-	-	-	√	-	

The table 4.2 above showed the result of observation by checking the aspect of pedagogical competence of L1. Here the complete description of the table:

1. Knowledge

The lecturer (L1) showed that he has Good competencies of learning plan by understanding the lesson plan on time and comprehensive, L1 also has Very Good competency in managing the teaching learning activities in many situations, then in the competencies of knowledge the L1 has Good category of evaluation.

2. Comprehension

The lecturer (L1) showed that he has Very Good competencies of learning Plan by understanding the lesson plan comprehensively, L1 also has Very Good comprehension in managing the teaching learning activities in many situations, then in the competencies of comprehension the L1 has Good category of evaluation.

3. Ability

The lecturer (L1) showed that he has Good competencies of learning plan by making and submit the lesson plan on time and comprehensive, L1 also has Good competency in managing the teaching learning activities by solving the problem, then in the competencies of knowledge the L1 has Very Good category of evaluation.

Knowledge	-	-	√	-	-	√	-	-	-	√		-	
Comprehension	-	√	-	-	-	-	√	-	√	-	-	-	
Ability	√	-	-	-	√	-	-	-	√	-	-	-	
Value	-	√	-	-	-	√	-	-	-	√	-	-	
Attitude	√	-	-	-	√	-	-	-	-	√	-	-	
Interest	-	√	-	-	-	√	-	-	√	-	-	-	

The table above showed the result of observation by checking the aspect of pedagogical competence of L2. Here the complete description of the table:

1. Knowledge

The lecturer (L2) showed that he has Not competencies of learning plan because the activity and the learning plan was irrelevant, L2 has Good competency in managing the teaching learning activities, then in the competencies of knowledge the L2 has Good category of evaluation.

2. Comprehension

The lecturer (L2) showed that he has Good competencies of learning Plan by understanding the lesson plan, L2 has Not Good comprehension in managing the teaching learning activities in many situations because looked not ready with some problem, then in the competencies of comprehension the L2 has Very Good category of evaluation.

3. Ability

The lecturer (L2) showed that he has Very Good competencies of learning plan by making and submit the lesson plan on time and comprehensive, L2 also has Very Good competency in managing the teaching learning activities by solving the problem, then in the competencies of knowledge the L2 has Very Good category of evaluation.

4. Value

The lecturer (L2) showed that he has good competencies of learning by making and submit the lesson plan on time and comprehensive, L2 also has Good competency in managing the teaching learning activities in many situations, then in the competencies of Value the L2 has Good category of evaluation.

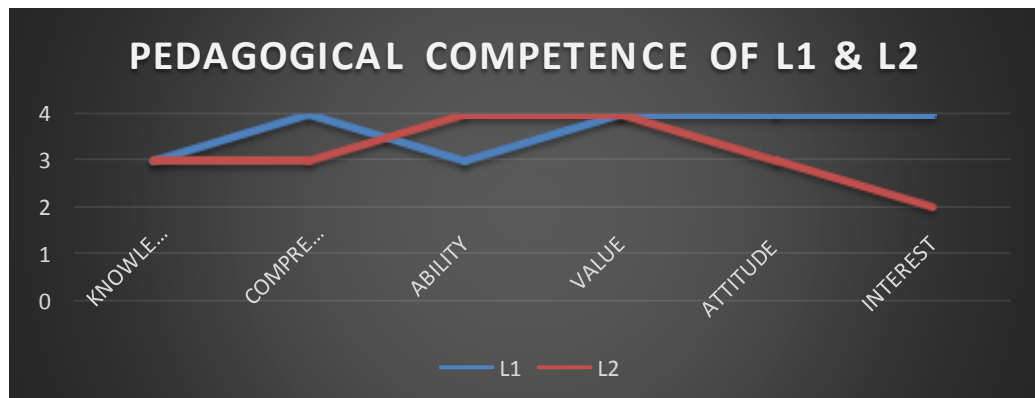
5. Attitude

The lecturer (L2) showed that he has Very Good competencies of Attitude in learning by making the lesson plan creatively, L2 also has Very Good competency in managing the teaching learning activities with the good attitude then in the competencies of attitude the L2 has Good category of evaluation

6. Interest

The lecturer (L2) showed that he has Good competencies of interesting in learning by making the lesson plan creatively, L2 also has Good competency in managing the teaching learning activities interesting, then in the competencies of interest the L2 has Very Good category of evaluation.

The description of the Pedagogical Competence of the both of lecturer could be see briefly by the following diagram 4.1:



The diagram above conducted by the scale 1-4 following the table of L1

& L2 = VG: 4 G: 3

 NG:2 B: 1

The lecture 1 and lecture 2 were good but any different competence between L1F and L2M in process teaching and learning, L1F good in teaching and practice speaking for academic purpose meanwhile L2M used more various method in teaching speaking for academic purpose. Finally, it can be concluded that L1&L2 have high pedagogical competency but both of them also have the lack of some point that should be improve.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains some conclusion of the research and also suggestion of the research. This chapter presents the conclusion and the suggestion of this research. The focus part of this chapter is to explain conclusion and suggestion of the analyzing of the result “*Lecturers Pedagogic Competence In Teaching Speaking English for Academic Purpose at English Education Department of The State Islamic Institute of Surakarta*”.

A. CONCLUSION

Based the discussion in the previous chapter, it can be conclude that the Lecturers’ Pedagogical Competence in teaching speaking for academic purpose in the third semester of The State Islamic Institute of Surakarta was good with a few differences between L1F and L2M Pedagogic Competence that found the observation and interview.

The findings of this research showed that the Lecturers have Pedagogic Competence in some aspect of teaching. The Pedagogic Competence showed by the aspect in planning, process and evaluation.

However, the result of this research conclude that the pedagogic competence from both of lecturer were different in some steps of teaching but it was not interrupted the quality result of teaching English Speaking For Formal Interaction at the third semester of English Education. Based on the results of this research, the researcher suggested to the lecturers that they should try to improve their competence when teaching in the class. L1 have dominant in practice when teaching speaking for academic purpose, meanwhile L2 was good to in use various method in teaching speaking for academic purpose.

B. SUGGESTION

Based on the conclusion above, the researcher proposes the following suggestions:

1. The students should more active and more brave to practice in speaking for academic purpose class to making the learning process running well. If they do not understand the material or teacher explanation, they should ask to their teacher.
2. The lecturers should give or prepare good material to make the students more interested in learning, because the teaching material give influence.

he teacher also has to know what students' difficulties to learn English is, and help to solve their problem.

3. Teacher should apply more strategy and games in teaching so that students feel enjoyment in learning english.

Teachers' pedagogic competence is very good in teaching English. It is a research method conducted by the teachers who want to help students master the subject or material. The main purpose of teacher pedagogic competence is to find out and to solve the students' problem in the class and improve their achievements. It is very helpful for the educators and students. Therefore, the teachers are suggested to have pedagogic competence research if their students have problems in teaching and learning process in classroom.

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Field note interview

Name of informant: 11

Date on interview: friday,7 September 2018

A: Assalammualaikum sir, bisa minta waktunya sebentar?

B: Waallaikumsalam, iya boleh mas silahkan.

A:Maaf pak ini saya ingin mengajukan pertanyaan terkait dengan lecturer pedagogic dalam pengajaran speaking boleh pak ?

B: iya boleh silahkan

A:Bagaimana cara untuk mengetahui kondisi mahasiswa baik fisik maupun pkisis di dalam pembelajaran?Mohon dijelaskan pak?

B: untuk mengetahui kondisi para mahasiswa secara umum, biasanya ya saya tanya kabar mereka di awal pembelajaran mas, ya sama basa-basi dikitlah untuk meningkatkan situasi mengajar yang lebih kondusif. Seperti beberapa pertanyaan tentang liburan mereka atau apalah yang lain

A: apakah design dan strategi pengajaran yang dilakukan sudah sesuai dengan silabus yang ada? Mohon di jelaskan pak?

B: saya sebisa mungkin mencoba untuk menerapkan setiap poin poin yang ada di silabus tetapi saya juga menggunakan beberapa cara atau strategi yang menurut saya nyaman dan baik untuk mengajar mata kuliah ini

A: apakah proses penilaiain atau evaluasi sudah sesuai dengan rps yang direncanakan mau pun silabus ?Mohon dijelaskan pak?

B: untuk menilai sebenarnya juga sudah diatur di silabus dan juga rps tetapi pada dasarnya ada tiga cara dalam menilai afektif maupun kognitif mahasiswa. Yang pertama dari absensi nya kemudian dari keaktifan dan kontribusi di kelas serta nilai harian, tugas, dan nilai akhir.

A:apakah di dalam pembelajaran selalu menggunakan media ? Seberapa sering pak? Mohon dijelaskan?

B: untuk penggunaan media pada pembelajaran speaking tidak terlalu sering karena lebih focus kepraktek, ya mungkin ketika membutuhkan saja kita menggunakan media.

A: maaf pak mohon jelaskan waktu pembuatan rps kendala yang dihadapi untuk membuat rps serta bagaimana solusi jika waktu pemberian materi dan evaluasi tidak sesuai dengan yang direncanakan?

B: untuk rps harus selesai dua minggu sebelum jadwal turun itu mas, jadi sebenarnya merencanakan begitu sulit, ketika hal-hal yang terjadi setelahnya sebagai penghambat rencana seperti contohnya ketika saya sakit atau sedang ada keperluan jadi perlu tambahan waktu untuk satu materi yang tidak sesuai rencana. Tapi untuk target tiap penyampaian material dan assessment itu harus dipastikan selesai bahkan mungkin menambah jam tambahan seperti itu.

A: bagaimana cara untuk mengatasi kesulitan mahasiswa dalam pengajaran pak? Mohon dijelaskan?

B: mengetahui kondisi mahasiswa dan juga menjadi dosen yang komunikatif itu sangat penting dalam rangka untuk mengetahui bagaimana mahasiswa tersebut, ini nanti juga akan berdampak bagaimana kita (dosen) memberikan treatment atau perlakuan kepada mahasiswa setelah kita tahu kondisi mahasiswa tersebut, kuncinya adalah selalu berkomunikasi, berempati dengan baik kepada mahasiswa

A: maaf pak mohon dijelaskan tentang proses evaluasi yang dilakukan pak?

B: dalam aktivitas mengajar dan belajar proses penilaian dan evaluasi menjadi suatu proses yang final untuk mengetahui apakah proses belajar mengajar itu berhasil, dan itu bisa dijadikan acuan untuk evaluasi dalam proses belajar dan mengajar selanjutnya. Kalau untuk proses penilaian dan evaluasi dalam mata kuliah speaking saya ada beberapa cara untuk melakukannya ini sesuai dengan yang ada di silabus dan rps dari mulai keaktifan dalam praktek, lalu absensi, dan juga penilaian untuk nilai akhir lalu setelah itu saya selalu melakukan

evaluasi agar dalam proses belajar mengajar selanjutnya bisa menjadikan
kebaikan

Name of informant: L2

Date on interview: tuesday , 11 september2018

A: assalammualaikum miss ,bisa minta waktunya sebentar?

B: waallaikumsalam, oh boleh mas

A: maaf miss saya ingin mengajukan wawancara terkait dengan lecturer pedagogic dalam pengajaran speaking boleh?

B: oh silahkan mas gpp

A: bagaimanacarauntukmengetahuikondisimahasiswabaikfisikmaupunkisis di dalam pembelajaran? Mohondijelaskan miss?

B: kalau saya cara untuk mengetahui kondisi para mahasiswa , biasanya saya sebelum pelajaran melakukan relaksasi seperti senam kecil atau menyanyi lagu lagu untuk merelaksasi otak dan agar bisa meningkatkan konsentrasi mahasiswa saat proses pembelajaran

A: apakah design dan strategi pengajaran yang dilakukan sudah sesuai dengan silabus yang ada? Mohon di jelaskan miss?

B: untuk design dan strategi yang saya gunakan sesuai dengan silabus serta memiliki tujuan yang sama sesuai dengan rps, saya tidak terlalu terfokus dengan strategi tertentu karena menurut saya yang terpenting dalam mata kuliah ini adalah bagaimana mahasiswa bisa dan biasa dalam mempraktikan skill speaking nya

A: apakah proses penilaiain atau evaluasi sudah sesuai dengan rps yang direncanakan maupun silabus?Mohon dijelaskan miss?

B: tehnik assesment atau penilaian sudah ada tata cara nya di silabus saya berdasarkan silabus ada dari attendance atau kehadiran, lalu dari tugas harian , dan yang terakhir nilai uts dan uas lalu kita kalkulasikan antara ketiganya. Tapi

saya juga memberikan nilai lebih kepada mahasiswa yang aktif merespon ataupun aktif bertanya pada saat learning proses berlangsung

A: apakah di dalam pembelajaran selalum menggunakan media ? Seberapa sering miss? Mohon dijelaskan?

B: media bukan pokok penting dalam pembelajaran speaking kelas saya, menurut saya akan lebih baik pembelajaran speaking di focus kan lebih kepraktek nyatanya. Makadari itu peran dari dosen dalam mendampingi menjadi lebih intensif

A: maaf miss mohon jelaskan waktu pembuatan rps kendala yang dihadapi untuk membuat rps serta bagaimana solusi jika waktu pemberian materi dan evaluasi tidak sesuai dengan yang di rencanakan?

B: pembuatan rps mengacu pada bagaimana kita menggunakan metode dalam rangka siswa menguasai apa yang ingin di sampaikan. Didalam rps mencakup apa saja aktifitas yang direncanakan dan mengandung aspek afektif & kognitif sesuai yang diharapkan. Kalau dari saya mungkin lebih banyak prakteknya di rps.

A: bagaimana cara untuk mengatasi kesulitan mahasiswa dalam pengajaran miss? Mohon dijelaskan?

B: dalam proses teaching and learning komunikasi yang baik dengan mahasiswa juga sangat berperan dalam menciptakan suasana yang adem ayem sehingga mahasiswa relax atau senang dalam nanti menerima pembelajaran dari kita (dosen) sehingga tujuan dari pembelajaran akan tercapai dengan baik nantinya

A: maaf miss mohon dijelaskan tentang proses evaluasi yang dilakukan miss?

B: proses penilaian dan evaluasi menurut saya dalah proses yang berkesinambungan dari tujuan pembelajaran tersebut, maksudnya penilaian dan evaluasi itu menjadi tolo ukur dalam suatu proses pembelajaran apakah

berhasil atau tidak dan selanjutnya menjadi bahan evaluasi untuk memperbaiki kekurangan yang ada”



















RESEARCH QUESTION	THEORY	QUESTION
<p>1. How the pedagogical competence of English Education Department Lecturers in teaching English Speaking for academic purpose ?</p>	<p>Depdiknas (2004:9) suggested learning plan includes drafting competency (a) being able to describe the objectives, (b) being able to choose the material, (c) capable of organizing the material, (d) is able to determine which methods/strategies of learning, (e) able to determine learning resources/media/learning props, (f) are capable of compiling assessment device, (g) are able to determine the assessment techniques, and (h) are able to allocate time.</p> <p>Yutmini (1992:13) suggests, the requirements the ability to have teachers in implementing the teaching and learning process includes the ability to: (1) using the method of learning, media, and training materials in accordance with the purpose of the lesson, (2) demonstrate mastery of the subjects and teaching supplies, (3) communicate with students, (4) demonstrating various methods of teaching, and (5) implementing the evaluation of the</p>	<p>1. Apakah disaat mengajar speaking for formal interaction yang direncanakan sesuai dengan kondisi pembelajaran ?</p>

	<p>teaching and learning process.</p> <p>Sri Prana (1993:212), teaching and learning assessment carried out to know the success of the planning of teaching and learning activities that have been drawn up and implemented.</p> <p>Assessment refers to the process that determines how well the Organization's programs or activities carried out to achieve the intentions that have been set.</p>	<p>2. Apakah dalam proses pembelajaran metode yang di gunakan , komunikasi dengan mahasiswa, evaluasi penilaian sesuai dengan RPS speaking for formal interaction ?</p> <p>3. Apakah eevaluasi yang digunakan sesuai dengan indikasi RPS speaking for formal interaction ?</p> <p>4. Kesulitan apa saja yang dialami ketika mengajar speaking for formal interaction ?</p>
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		5. Bagaimana anda mengatasi kesulitan tersebut ?
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LEMBAR OBSERVASI KELAS

Nama Dosen :

Kelas :

Observasi

1. Pemahaman terhadap peserta didik
2. Pengembangan kurikulum/silabus
3. Pelaksanaan pembelajaran yang mendidik dan dialogis
4. Penggunaan media/teknologi pembelajaran
5. Menyelenggarakan penilaian dan Evaluasi proses hasil belajar
6. Melakukan tindakan reflektif untuk peningkatan kualitas pembelajaran

PEDOMAN WAWANCARA GURU

Nama :

Umur :

Mulai bertugas:

Pertanyaan:

1. Bagaimana Bapak/Ibu menerapkan berbagai pendekatan, strategi, metode, dan teknik pembelajaran yang mendidik secara kreatif dalam mata kuliah speaking for academic purpose?
2. Apakah bapak/ibu mengembangkan sendiri silabus dan RPS sesuai dengan karakteristik peserta didik/satuan pendidikan atau potensi daerah ?
3. Bagaimana Bapak/Ibu menggunakan media pembelajaran dan sumber belajar yang relevan dengan karakteristik peserta didik untuk mencapai tujuan pembelajaran secara utuh?
4. Bagaimana Bapak/Ibu melakukan evaluasi proses dan hasil belajar?

Kuisisioner Penelitian “Lcturers’ Pedagogic Competence inTeaching English Speaking for academic purpose at The English department of State Institute Islamic of Surakarta ”

I. Identitas Responden

Nama Dosen :

Kelas :

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat,dengan menceklis(v)salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

SS :Sangat Sering **KK** :Kadang-Kadang

S :Sering **TP** :Tidak Pernah

NO	PERTANYAAN	JAWABAN			
		SS	S	KK	TP
1.	Apakah anda memberi materi sesuai dengan kemampuan peserta didik ?				
2.	Apakah nda mendorong peserta didik untuk lebih giat belajar ?				
3.	Apakah anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik ?				
4.	Apakah anda memberikan evaluasi dengan menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik ?				
5.	Apakah anda menyusun rancangan pembelajaran sesuai dengan strategi				

	pembelajaran yang dipilih?				
6.	Apakah anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar?				
7.	Apakah anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran ?				

CHAPTER I

INTRODUCTION

This chapter will explain several points, namely Background of the Study, Identification of the Problem, Limitation of the Problem, Research Problem, Objective of the Study, Benefits of the Study, and The definition of Key Terms.

A. Background of study

Republic Indonesia Education Law No. 14 of 2005, Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Lecturers are used to convey critical information, history, background, theories, and equations.

Lecturers have in depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able to teach well (Turnuklu and Yesildere, 2007). They also need to have teaching competence (Hotaman, 2010). Meanwhile, if we as lecturers should had a competence so we can control the problem that we faced or so we can be a professional teachers or lecturers. Additionally, a good teacher is the most determinant of the students achievement in the classroom (Hayes 2003:54). Furthermore, according to the Law of Indonesia (2005:14) about teacher and lecturer in section 1, subsection 10, mentioned that Competence (capability) is a

set of knowledge, competence, and behavior that must be belonged to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism.

Lecturers should be able professional lecturers as in “*TRIDHARMA PERGURUAAN TINGGI*” In Indonesia education and according to the Law No. 20 of 2003 year of the national education system, that is obliged to convene the college education, study, and devotion to the community, the third obligation is the contents of the *Tridharma* College.

The lecturers called as a competence teacher if they have a good competence and performance. Both of them are important factors EFL teachers needed to conduct successful classroom instructions (Brown, 2001). Therefore, the study of teachers’ competence and performance in language teaching have become an important aspect of effective teaching in every school.(Usman, 1994), the competence is “the one thing that describes a person's qualifications or ability both qualitatively and quantitatively.” Then, this is implies that the competence can be used in two contexts, first as an indicator of ability that shows the acts observed second as a concept that includes aspects of cognitive, effective and acts as well as the stages of implementation as a whole.

The concept of the competence above, if it explored deeply include four areas of competence that is essential for a teacher namely pedagogical competence, personal competence, social competence, and professional competence. The legislation of the Republic of Indonesia number 14 Year 2005 about teachers and professors “in general competence of the teachers include pedagogic competence, social competence, personality, competence and professional competence through

education profession.” These four types of the competencies should be controlled fully by the teacher.

Pedagogical competence is a specific competence that distinguishes teachers or lecturers from other professions (Jahiriansyah 2013; Retnowati, 2013). They demonstrate the ability of teachers to organize learning material so it can be easily understood by the learners. Indonesian Government Regulation No. 74, 2008 on Teachers defines that “teachers’ pedagogical competence is the ability of teachers in learning management of the learners”. Pedagogic competence in accordance with the legislation of the Republic of Indonesia number 14 Year 2005 article 10 paragraph (1) is the ability to manage the learning learners. While according to the explanation in the education standards of article 28 paragraph (3) grain à expressed: “The competence of pedagogy is the ability to manage learning the learners that includes an understanding of learners, the design and implementation of learning, student assessment, and the development of the learners to actualize the potential range.” Depdiknas (2004:9) mentions these competencies can be seen from the ability to plan a program of teaching and learning, the ability to manage interaction teaching learning process, and the ability to perform the assessment.

Therefore this research aims to analyze Lecturers’ Pedagogical Competence especially when lecturers manage interaction teaching learning in teaching English speaking for formal Interaction at English Education Department IAIN Surakarta. Thus explanation above is related the previous study that has been concluded by the other as follow: Indra (2014) in his research in IAIN

Tulungagung concluded that lecturers pedagogic competence has big impact toward students achievement in their teaching learning process, therefore Qodriyah (2016) with result of her research show that lecturers had many various action to plan a program teaching and learning process also does many various action when they apply lecturers pedagogic competence in their teaching and learning process. Furthermore lecturers' pedagogic competence is competencies that must have by lecturers for their teaching learning process and also handle all aspect in their students teaching and learning. Nining (2011) explains that lecturers' pedagogic competence has a big impact toward their institution and quality of teaching and learning process.

Speaking for formal interaction is speaking courses in IAIN Surakarta. This courses taught in third semester in English Education, there are four lecturers who teach subjects speaking for formal interaction. The speaking for formal interaction refers to the public speaking, how to become a moderator, seminar presentation, job interview, being a presenter etc. In the learning process a lecturer teaching with the way the real condition what is in practice. According to (Jones: 1996) speaking for formal have definable generic structure and the language used is more predictable because less contextual support, the speaker must include all necessary information in the text, hence the importance of the topic as well as textual knowledge.

Speaking class in English Education of State Institute Islamic of Surakarta is categorizes in 3 name of study, first is Speaking Informal Interaction its taught in the first semester, and Speaking for Formal Interaction taught in second

semester, the last is Speaking For Academic Purpose taught in third semester. This research choose speaking for formal interaction because it started from the material and evaluation. This research aims to find out what are the competences owned lecturer in teaching English speaking in English department at State of Islamic Surakarta especially pedagogic competence in teaching English speaking, researchers want to find out the valid data through observation.

For the reasons stated previously, the researcher wants to capture and describe by conducting a research about English lecturers' pedagogic competence in teaching English speaking for formal interactions in English Education Department. Finally, the researcher is interested in conducting a research entitled:

“LECTURERS’ PEDAGOGIC COMPETENCE IN TEACHING SPEAKING ENGLISH FOR FORMAL INTERACTION AT ENGLISH EDUCATION DEPARTMENT OF THE STATE ISLAMIC INSTITUTE OF SURAKARTA”

B. Limitation of problem

This research has boarder scope and it is impossible to handle all problems. Here, researcher focuses on lecturers' pedagogic competence especially when lecturers manage interaction teaching and learning class by English Education Department Surakarta Lecturers at State Islamic of Surakarta in teaching English speaking for formal Interaction at the third semester in academic year 2018/2019.

C. Problem Formulation

Analyzing the teacher pedagogic competence in Teaching English is the main problem of this research. In order to get complete and clear data about it the researcher formulates the research questions as:

“How was the pedagogical competence of English Education Department Lecturers in teaching English Speaking for Formal Interaction at State Islamic of Surakarta in teaching English speaking for formal Interaction at the third semester in academic year 2018/2019?”

D. Objective of Study

In accordance with the problems described above, the purpose of this research is as follows:

“To know and find out the lecturers’ pedagogic competence English Education Department Lecturers in teaching English Speaking for Formal interactions at State Islamic of Surakarta in teaching English speaking for formal Interaction at the third semester in academic year 2018/2019.”

E. Benefit Of The Research

In this research, the researcher is expected to give significant contribution in key terms of theoretical and practical as follows:

1. Theoretical Benefit

This research was expected to have a significant contribution for the development of the teachers’ pedagogic competences theory especially for

the English Education Department Lecturers at State Islamic Institute Of Surakarta.

2. Practical Benefit

a) Significance for the students

So that learners were able to achieve mastery learn optimally so as to achieve a proud achievement.

b) Significance for the teachers

To the phenomenon systematically education, provide clues about which should be implemented in educating and as an opportunity to make corrections to themselves in implementing the learning in the classroom.

c) Significance for the Institution

This researcher was expected to be a reference for university to pay more attention to their students' quality in teaching as the next teachers.

F. Definition Of Key Terms

1. Pedagogic Competence

According to Usman (1994), the competence is “the one thing that describes a person's qualifications or ability both qualitatively and quantitatively.” This notion implies that the competence can be used in two contexts, namely: firstly, as an indicator of ability that shows the acts

observed; secondly, as a concept that includes aspects of cognitive, effective and acts as well as the stages of implementation as a whole. Law of Indonesia (2005:14) about teacher and lecturer in section 1, subsection 10, mentioned that "Competence (capability) is a set of knowledge, competence and behavior that must be belonged to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism". Law UU No. 14 of year 2005 teachers and professors expressed pedagogic competency is the "ability to manage learning learners." Depdiknas (2004:9) mentions these competencies with competency management learning. This competence can be seen from the ability to plan a program of teaching and learning, the ability carry out or manage the interaction of teaching and learning, and the ability to perform the assessment.

2. Lecturer Competence

Republic Indonesia Law. 14 of 2005, "Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service."

3. Speaking skill

Tarigan (1990:3-4) defines that talking or speaking is language skills developed in a child's life, produced by the skills of listening, speaking and at that time learning skills. Based on a competency-based curriculum to talk is one of the four basic competences which students must get better. It has an important role in communication. Talking can find spoken especially in the

cycle under construction alongside the text (the National Education curriculum, 2004).

4. Speaking for Academic Purpose

Speaking for Academic Purpose is the course speaking taught in the third semester in academic year 2018/2019 at State Islamic Institute of Surakarta. English speaking for Academic Purpose is the courses speaking that learn about how we can speak as formal in formal situation and for academic purpose. Formal language tells the recipient that we respect them enough to change the way we speak. It shows that we are aware of the unspoken conventions that govern some interactions. It demonstrates that that we are able to adopt a more sophisticated register when the need arises (Davidson, 2017:11).

5. Literacy

A definition of information literacy is very many and continues to grow according conditions time and evolving field. In a simple formulation of information literacy's the ability to search for, evaluate and use information needed effectively. Nature of information literacy's a set of skills that required to search, people search, analyze, and utilize the information (Bundy, 2001).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains about: Lecturers Competence, Competency, Pedagogic Competence, Speaking skill, speaking for academic purpose, Competency of literacy, Previous Study.

A. Theoretical Description

1. Competency

Usman (1994), the competency is "the one thing that describes a person's qualifications or ability both qualitatively and quantitatively". This notion implies that the competency can be used in two contexts firstly, as an indicator of ability that shows the acts observed; secondly, as a concept that includes aspects of cognitive, effective and acts as well as the stages of implementation as a whole. The law of Indonesia (2005:14) about teacher and lecturers in 1, subsection 10, mentioned that "Competency(capability) is a set of knowledge, competence/abilities, and behavior that must be belonged to inspired and mastered by teacher or lecturer in carrying out the task of professionalism".

Competency can be defined as knowledge, skills and abilities that are controlled by someone who has been a part. In the other hand, competency is an underlying characteristic of an individual that is causally related to criterion -referenced effective and/or superior performance in a job or situation. Underlying characteristics means the competency is a fairly deep and enduring part of a person's personality and can predict behavior in a wide

variety of situations and tasks. Causally related means that a competency causes or predict behavior and performance. Criterion referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard (Spencer, 1993:9). From discussion above, it can be conclude that the competency refers to the ability to implement something that is acquired through education.

Competency refers to the performance of teachers and act rationally to meet certain specifications in carrying out educational tasks. It is said to be rational because competence has direction and purpose, while performance is the behavior of a real person who is observed by others. Appropriate Regulation No 19 year 2005 about education standards of article 28 (3) stating that competencies should be owned teacher as a learning agents are as follows:

a. Pedagogic Competence

In the national standards of education, explaining the article 28 (3) with advanced pedagogic competence that is the ability managing the learning learners that includes an understanding of participants students, design and implementation of learning, student assessment, and the development of learners to actualize the various potential It owns.

b. Competence of personality

In the national standards of education, explaining the article 28 (3) grain b, expressed that the definition of competence personality is the ability of a steady personality, stable, mature, discerning and authoritative, became the model for learners, and noble character.

c. Professional Competence

In the national standards of education, explaining the article 28 (3) grains c, expressed that the definition of professional competence material mastery learning ability is wide and deep which allows guiding learners meet the standard of competence that set national standards of education.

d. Social Competence

In education standards, explain article 28 (3) grain d, expressed that the definition of social competency is the ability teachers from most of society to communicate effectively and hang out with learners, sesame educational personnel, educators, parent/guardian of the participant learners, and the surrounding communities. From definitions above, the definition of competency in this research is explored deeply include four areas of competency that is essential for a teacher namely pedagogical competency, personal competence, social competence, and professional competence. These four types of competencies should be controlled fully by the teacher. Awareness of the competencies demanded a heavy responsibility for the teachers themselves. They must have the courage to face the challenges of the task and the environment, which would affect the development of his personality. It means they also must have the courage to change and improve themselves in accordance with the demands of the times.

2. Pedagogic competence

Pedagogical competence is the ability of teachers in the management of education of students, including understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of diverse learners to actualize their potential. Hoogveld (1994) cited by Sadulloh states the pedagogy is the study issue guide to specific objectives eventually is able to independently complete the task of his life. The term pedagogy refers to the theory of educating the question what and how to educate as well as possible. Therefore, the pedagogy is seen as a process or activity that aims to let human behavior changes. So competence much needed in the world of education because when her teacher has the competence then output will also be qualified also.

UU No. 14 in 2005 about the teachers and professors of article 10 paragraphs (1) of competence teachers include competence, the competence of personality pedagogy, social competence, and professional competence acquired through the education profession. In UU No. 14 of 2005 Year teachers and lecturers expressed pedagogic competency is the "ability to manage learning learners". Depdiknas(2004:9) mentions these competencies can be seen from the ability to plan a program of teaching and learning, the ability carry out or manage the interaction of teaching and learning process and, the ability to perform the assessment the pedagogic competencies as follow:

a. Competency to plan a program of teaching learning

Joni (1984:12) teaching and learning program planning capabilities include the ability to: Plan of organizing teaching materials , Planned management of teaching and learning activities classroom management plan, the use of the media and teaching resources planning an assessment of student achievement in the interest of teaching.

Depdiknas(2004:9) suggested learning plan includes drafting competency (a) being able to describe the objectives, (b) being able to choose the material, (c) capable of organizing the material, (d) is able to determine which methods/strategies of learning, (e) able to determine learning resources/media/learning props, (f) are capable of compiling assessment device, (g) are able to determine the assessment techniques, and (h) are able to allocate time.

Based on the above description, teaching and learning program plan is a projection of the teacher on the activities to be done during student learning progress, which includes: formulating goals, outlining a description of the units of matter, devise teaching and learning activities, choose from a variety of media and learning resources, assessment and planning objective mastery.

b. Teaching and Learning Process Competency

Carry out the process of teaching and learning is the stage of the implementation of the program has been compiled. In this activity the claimed ability is to create and cultivate teacher liveliness of activities students learn according to the plan that had been drawn up. Teachers

should be able to take decisions on the basis of proper assessment, teaching and learning activities are enough, if they are changed do an activity that then needs to be repeated while students have not been able to achieve learning objectives.

At this stage, besides the knowledge theory of teaching and learning the knowledge of the students also required proficiency and skills learning techniques for example: the principles of teaching, the use of teaching aids, teaching methods, and the use of the skills of assessing student learning outcomes. Yutmini (1992:13) suggests, the requirements the ability to have teachers in implementing the teaching and learning process includes the ability to: (1) using the method of learning, media, and training materials in accordance with the purpose of the lesson, (2) demonstrate mastery of the subjects and teaching supplies, (3) communicate with students, (4) demonstrating various methods of teaching, and (5) implementing the evaluation of the teaching and learning process.

In the implementation of the process of teaching and learning concerns the management of learning, in presenting the subject matter should be done in a planned and systematic way, so that the goal of teaching can be mastered by students effectively and efficiently. This capability must have by lecturers in carrying out activities of teaching and learning is seen in the identifying characteristics and abilities of students, and then diagnose, assess and respond to any changes in student behavior.

Depdiknas (2004:9) suggests competence carry out teaching and learning includes (1), lesson open (2) present the material, (3) using media and methods, (4) use of props, (5) uses language that is communicative, (6) motivate students, (7) organize activities, (8) interact with students in communicative, (9), (10) lesson, give feedback, (11) carry out an assessment, and (12) using the time.

Thus, it can be said that implementing the process of teaching and learning is an activity where ongoing relationships between humans, with the aim of helping the development and helping student involvement in learning. Basically carry out the process of teaching and learning is to create an environment and atmosphere that can cause changes in the cognitive structure of the students.

c. Competency Assessment of Teaching and Learning

Sri Prana (1993:212), teaching and learning assessment carried out to know the success of the planning of teaching and learning activities that have been drawn up and implemented. Assessment refers to the process that determines how well the Organization's programs or activities carried out to achieve the intentions that have been set.

As the definition above, the definition of pedagogic competence in this research can be defined that “the pedagogic competence of an English teacher consists of: understanding to learners, mastery the learners theories and educated principles of learning, developing the curriculum, developing the learners

potential, communicating to the learners, and implementing assessment with all techniques and kinds. Competency in teaching and learning process

3. Lecturers Competence

Republic Indonesia Law 14 of 2005, "Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service". The position of a lecturer as professionals referred to in article 3 (1) in paragraph (UU RI No. 14 year 2005) serves to enhance the dignity and the role of the lecturer as a learning agent, developer of the science, technology, and art, as well as -servants to the community it serves to improve the quality of education nationwide.

Under article 7 paragraph (1) in (UU RI No. 14 in 2005), the teaching profession and professions of lecturer is a special line of work that was carried out based on the following principles: has talent, interest, boredom, and idealism; a commitment to improve the quality of education, faith, devotion, morals and noble; have a qualified academic and educational background in accordance with field assignments; have the required competencies in accordance with field assignments; have responsibility for the implementation of professional; earn income determined in accordance with the work achievement; have the opportunity to develop sustainable professional with lifelong learning; have the guarantee of legal protection in carrying out the task of professionalism ; and have the professional

organizations which have the authority to regulate matters relating to the duties of the professional.

Lecturers should be able being professional lecturers as in “ *TRI DHARMA PERGURUAAN TINGGI*” In Indonesia education and according to the Law No. 20 of 2003 year of the national education system, that is obliged to convene the college education, study, and devotion to the community, the third obligation is the contents than the *Tridharma* College. Akiri and Ugborugbo (2009), that lecturer competence is regarded as a multidimensional construct teaching which encompasses numerous interconnected elements towards transformation of knowledge to learners.

Previous studies conducted by Schacter and Thum (2004), Adediwura and Tayo (2007) and Adu and Olatundun (2007) reveal that different elements of lecturer competence include lecturer’s subject knowledge, teaching skills, lecturer attitude and lecturer attendance. Based on the explanation above the definition of lecturers competence used in this research is on UU RI No. 14 year 2005 “lecturers is reveal to lecturer as a learning agent, developer of the science, technology, and art, as well as - servants to the community it serves to improve the quality of education nationwide.

4. Aspect of Competencies

Gordon as quoted by Mulyasa (2007:38), states that there are six aspects or domains contained in the concept of competency namely as follows:

a. Knowledge

Knowledge is an awareness in cognitive field, for example a teacher knows how to identify learning needs, and how to perform the learning of the students according to their needs.

b. Comprehension

Comprehension (understanding), is the depth of cognitive and affective owned by individuals, for example, a teacher who would carry out the study must have a good understanding of the characteristics and circumstances of learners.

c. Ability (skill)

Ability (skill) is something that is owned by an individual to perform a task or job assigned to him, such as the ability of teachers to choose and create simple props to provide ease of learning to learners.

d. Values

Values is a standard of behavior that has been believed and psychologically been fused in a person, for example, the standard behavior of teachers in learning (honesty, openness, democratic, and others).

Ability													
Value													
Attitude													
Interest													

VG: Strongly Aggre, **NG:** Not Good, **G:** Aggre, **B:** Bad

6. Competency of literacy

A definition of information literacy is very many and continues to grow according to time and evolving field. In a simple formulation of information literacy is the ability to search for, evaluate and use information needed effectively. Nature of information literacy is a set of skills that required to search, people search, analyze, and utilize the information (Bundy, 2001). The concept of information literacy has actually been translated and performed in a variety of ways since the beginning of the seventies. Originally the term that is often used is such as study skills, research skills, and library skills and tends to be used in the context of the activities education. Therefore, information literacy the part occurring cannot be separated of educational activities or learning. This competency should have by the teacher to become a teacher that have a good pedagogic competence. Work Group on Information Literacy of California State University, defines information literacy as the ability to find, evaluate, and use information in various formats. To be able to do it then the information seekers should be able to show a certain amount of expertise in the an integrated process, namely:

- a) Stating the question, problem, or the issue of research.

- b) Specifies the information needed for questions, problems, or issues research.
- c) Knowing place/location and find relevant information.
- d) Organizing information.
- e) Analyze and evaluate information
- f) Synthesizes information.
- g) Communicates with the use various types of information technology.
- h) using technology to obtain information.
- i) Understand the ethical, legal, and social issue politics-related information and information technology.
- j) Use, evaluate, and critical of the information received from the the media.

Appreciate that the expertise gained of competency information allows for lifelong learning (California State University, 2002). Formulation of literacy competency standards information for higher education ever conducted by the Association of College & Research Libraries Standards Committee and the result is also recognized by the Board of The Directors of the Association of College and Research Libraries (ACRL) and at the sauatu meeting of hosted by the American Library Association of San Antonio, Texas (Association of College and Research Libraries, 2000). Literacy competency standards information from ACRL, someone called information literate if is able to:

- (1) determine the nature and scope of information required

- a. Define information needs.
- b. Identify various types and format of information resources potential.
- c. consider the costs and benefits of the information search It needs.
- d. re-evaluate the nature and the scope of information required.

(2) Accessing the needed information effectively and efficiently

- a. to select the search method or information retrieval system best way to search for information It needs.
- b. develop and implement a strategy an effective search.
- d. find the information back in
- e. on-line or in person using a variety of methods.
- f. Change the search strategy if It needs to be.
- g. quotes, notes, and cultivate the information and its resources.

(3) evaluate the information critically and the source

- a. Summarize the main ideas that can quoted from information collected.
- b. Issued and use the initial criteria for mengevalusi information and its resources.
- c. Collecting main ideas building a new concept.
- d. compare the new knowledge with previous knowledge to specify a value added, contradiction, or unique characteristics other than information.

7. Speaking skill

Tarigan (1990:3-4) defines that speaking is language skills developed in a child's life, produced by the skills of listening, speaking and at that time learning skills. Based on a competency-based curriculum to speaking is one of the four basic competences which students must get better. It has an important role in communication. Speaking can find spoken especially in the cycle under construction alongside the text (the National Education curriculum, 2004). Speaking is productive skills. This cannot be separated from listening. When we speak we are producing the text and should be meaningful. In communication, we can find a speaker, listener, messages and feedback. Talk cannot be separated from the pronunciation because it encourages learners to learn the language of the United Kingdom votes.

Harmer, (in Tarigan, 1990:12) wrote that when teaching speaking skills or produce, we can apply the three main stages, namely:

- a. Introduced a new language
- b. Practice
- c. Communicative activities.

Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990:8) said that "Talking is a way to communicate that influence our daily lives". It means that speaking as

the way of communication influences our individual life strongly. Speaking has many styles and according Jack Richard, 1994 here this.

Speaking style by (Jack Richad: 1994) an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time and the different social meanings that are communicates by these differences. Different speech style reflects perception of the social roles of the participants in speech event. If the speaker and the hearer are the judged two of more or less quarter status, a casual speech style is appropriate the stresses affliction and solidarity. If the participants are perceived as being uneven power status a more formal speech style is appropriate, one that marks the dominance of the speaker over the other. Successful management of speech style creates the sense of the politeness that is essential for harmonious social relations (Brown and Loviison: 1978). According to (Brown and Lovisson: 1987) speaking skill defined:

a. Speaking for interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primary social function. When people meet, they exchange greetings, engage in small talk, and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

The focus is more on the speaker and how they wish to present themselves to each other than a message. Such exchange may be either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983).

b. Speaking as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transactions, talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g. in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding. (Jones: 1996).

c. Speaking as performance

This type of talk or speaking can usefully be distinguished from what has been called talk or speaking as performance, which refers to public talk, that is talk which transmits information before an audience such as a morning talk, public announcements, and speeches.

From the explanation above, the definition of speaking skill in this research is used by Brown and Levinson (1978). According to (Brown

and Lovisson: 1987) speaking skill is 1). Speaking for interaction, 2) speaking for transactional, 3) speaking performance.

8. Speaking For Formal Interaction

Speaking for academic purposes is the course speaking taught in second semester in academic year 2018/2019 at State Islamic Institute of Surakarta. Ladousse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "Talking is a way to communicate that influence our daily lives". It means that speaking as the way of communication influences our individual life strongly.

Formal language tells the recipient that we respect them enough to change the way we speak. It shows that we are aware of the unspoken conventions that govern some interactions. It demonstrates that we are able to adopt a more sophisticated register when the need arises (Jack Davidson, 2017:11) from the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. English speaking for formal interaction are the courses speaking that learn about how we can speak as formal in formal situation and interaction.

Type of talks or speaking can usefully be distinguished has been called talks or speaking as performance, this refers to public talk, that is talk which

transmits information before audience such as morning talk, public announcements, and speeches. Spoken text or formal according to (Jones: 1996) often have indefinable generic structure and the language used is more predictable because less contextual support, the speaker must include all necessary information in the text, hence the importance of the topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.

B. Previous Study

Thus explanation above is related with the previous study that has been concluded by the other as follow: Indra (2014) in his research in IAIN Tulungagung concluded that lecturers pedagogic competence is has big impact toward students' achievement in the teaching learning process. Therefore, Qodriyah (2016) showed that lecturers had many various action to plan a program teaching and learning process also does many various action when they apply lecturers pedagogic competence in their teaching and learning process.

Furthermore, lecturers pedagogic competence is competencies that should has by lecturers for their teaching learning process and also handle all aspect in their students teaching and learning. Because has a big impact in their institution, Ahmad and Setyaningsih (2012) have researched about "Teacher Professionalism: A Study on teachers' Professional and Pedagogic Competencies at Junior, Senior, And Vocational High Schools in Banyumas Regency, Central Java, Indonesia." This paper discusses teachers'

professionalism. These teachers' competencies are summarized in four competencies, namely professional competency, pedagogical competence, personal competencies, and social competence. This study focused on both teachers' professional and pedagogic competences. This study was carried out to research teachers' of Junior, Senior, and Vocational High School in Banyumas Regency, Central Java, Indonesia. Setyarahajoe and Irtanto (2013) have researched similar matter entitled "The Competency of Teachers as Human resources at Senior High School, in Kediri, East Java, Indonesia".

The result of those researches above shows that the rate of teachers' competencies has in line with standard categories, especially the pedagogic, personal, professional, and social competencies

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher took a certain procedure covering six components. They are Type of Research Design, Research Setting, Subject of The Research, Data and Source of The Research, Technique of Collecting Data, technique of Analyzing Data and Trustworthiness of The Data.

A. Research Method

1. Research Design

This research applied descriptive qualitative method. It is being qualitative approach by using descriptive design. Margono (2010:8) Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain populations which aims to solve the actual problems faced now and collect data or information to be arranged, described, and analyzed. Dawson states (2007:15-16) qualitative research explores attitudes, behavior and experience through such methods as interviews or focus groups.

In finding the right data on Lecturers Pedagogic Competence in Teaching English Speaking for academic purpose at the third semester of English Education at State Islamic Institute of Surakarta, researcher will use collecting data techniques through observation, interviews.

Furthermore, to analyze the data that has been collected by interviews and observation with the technique of data reduction, data presentation and conclusion. The results of process data was described by investigators using descriptive qualitative design.

B. Setting place and time

1. Place

It is important to the researcher to know, to determine the research, and to limit the place in conducting the research to make the research easier. In this study, the researcher carried out at The State Islamic Institute of Surakarta which is located at JL. Pandawa, Pucangan, Kartasura, Sukoharjo, Jawa Tengah.

2. Time

The research conduct for about 4 mounts, started on August 2018 until December 2018.

C. The Subject Of The Research

In this study, the subjects of the research are two lecturers of 3rd semester of speaking for academic purpose class of English Departement Islamic Institute Of Surakarta in Academic year 2018/2019.

The reseacher uses observation to get the data, Margono S (2003: 158-159), observation is scientific Method which is defined as observation through

focusing on an object by using the senses. Observation is defined as the systematic observation and recording of the symptoms that appear on the object of research, observation and paint are made for the object in a place or event occurred. The reseacher chose the lecturers of third semester class of speaking for academic purpose to do observation and get data.

D. Data And Source of Data

1. Data

This researcher analyzed an English Education Department Lecturers who teach English Speaking For Formal Interaction at State Islamic Institute of Surakarta. This research conducted at the lecturers and the students because researcher wants to find out directly how is the practice of pedagogical competence by interview from the lecturers and also the student so we can get a balance information booth of them.

The data of this research is observation and interview as a data source. The researcher analyzes Lecturers' Pedagogic Competence in Teaching Speaking for Formal Interaction. hopefully that the results of this research can be a reference for English teachers or Lecturers at the school or college to further enhance learning practices in primary class about teacher or Lecturers pedagogical competence.

2. Source of Data

Lofland (in Moleong, 2001:112) the primary data source of qualitative research are words and action as a substitute data. The source of the data refers to the subject from which the data are obtained (Arikunto, 2010: 172). In this research the source of data came from the conducting of observation and interview with the subject of this research.

E. Research Instrument

1. Observation

Margono (2003: 158-159), observation is scientific Method which is defined as observation through focusing on an object by using the senses. Observation is defined as the systematic observation and recording of the symptoms that appear on the object of research, observation and paint are made for the object in a place or event occurred. The terms of the observations are used in free forms do not need no answer but noted what is appeared to be supported results of this research that includes taking the form of participants and non-participants. participant observation is used to know the conditions of teachers in the process of delivering materials in classroom. While non-participants, the researcher focus on capturing and observing lecturers pedagogic competence in teaching seeking for formal interaction used by English education lecturers at The

State of Islamic Institute of Surakarta. The observation of this research had done fourth time for each lecturer in August until September.

2. Interview

Interview is a tool to gather information by asking a number of questions orally to be answered verbally anyway by direct contact or face-to-face with resources (informant). The interview is a question and answer verbally between two or more people directly. This interview is conducted by using interview guide that contains instructions outlined in principal with the intention to ask the principal planned to be covered entirely. In this case the researcher used a structured interview as the research instrument; therefore, doing interviews, the researcher will set up an instrument in the form of a question the answer to written questions at the ready alternative to making it easier for researcher to do the recording. The purpose of the interviews in this study to obtain data, information related to lecturers' pedagogical competence of English Education Department lecturers in teaching English Speaking For Formal Interaction of class at the second semester of State Islamic Institute Of Surakarta.

F. Technique Of Collecting Data

Data collections procedures use in this study were:

1. Researcher collected the RPS as the learning plan in order to get the data about the preparation competence
2. Researcher observed 2 lecturers of third semester class speaking for academic purpose English lecturers while teaching English in the classroom in order to get the data about the teaching learning process.
3. Researcher interviewed the lecturers about their evaluation of the pedagogical competence.
4. Researcher interviewed students of English speaking for formal interaction class about the teaching learning process and evaluation of the lecturers.

G. Technique Analysis of The Data

1. Qualitative Data

According to Bogdan, data analysis is the process of systematically searching and arranging the interview script, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others (Sugiyono, 2014: 334). After the researcher collects the data, the researcher analyzes it by using descriptive analysis which involved the description and interpretation of the data. So, the data collected of this research was

described and interpreted into own sentences. Data analysis in qualitative research, carried out at the time of data collection takes place, and after the completion of data collection in a particular period. According to Miles and Huberman (1984), suggests that activity in the qualitative data analysis performed interactively and runs continuously until complete, so that the data is already saturated.

The data analysis in this research is descriptive qualitative research, in this research there are never used numerical measures but emphasize in description. This research is produce descriptive data in form of written words. The purpose of this research is to describe research finding elaborately.

According to Lodico (2010:180) states that there are six steps involved in qualitative data analysis vary according to the research questions asked and the type of approach taken, the steps listed here are common to most studies:

- 1) Prepare and organize the data.
- 2) This type of transcription involves data analysis as well as preparation, the researcher analysis the data at the same time that one is preparing and organizing. And also the interviews were tap preparation involves transferring the information from the recorded interviews into a written form.
- 3) Review and explore the data.

The researcher makes note to themselves about the data as they collect it. This means that the researcher has already begun the process of reviewing the data before begin the formal analysis of it.

4) Code data techniques.

The researcher identifies different segments of the data that describe related phenomena and labeling these parts using broad category names. It is an inductive process of data analysis. The researcher create codes for the problem passed in public speaking program which used for analyze data in field note. this research, the researcher gave some codes of each datum in order to be easy in analyzing the data The emerging codes and themes may also serve to “integrate data gathered by different methods” (Bowen, 2009). The coding of the Lecturers Pedagogic Competence show with the table as follows:

CODING

TABLE 3.1 CODING Lecturers and Researcher

NO	CODE	CATEGORY
1.	Researcher	R1
2.	Lecturers	L1 F
3.	Lecturers	L2 M
4.	Students	S
5.	Pedagogic Competence	P C
6.	Professional Competence	Pro C
7.	Social Competence	Soc C
8.	Personal Competence	Pers C

The table above is to analyze Lecturers Pedagogic Competence used by the researcher. These types of data can be used to support component analysis according to (Spradley, 1980; Santoso, 2017: 65). The researcher used L1 F and L2 M because its indicate that two lecturers has been qualifying as the possible informan and object or source of the data. And the reseacher also not mention the indentity of the informan.

Here is the example to read the coding data:

“Lecturers have a positive quote in their teaching learning process”.

L1/SocC/ PersC/ PC from that statement above mans that Lecturers 1 has a Social Competence in their utterance and Pedagogic Competence when they were do teaching and learning process.

The form of implementation will be providing by the table:

No.	Data	ASPEC PC			
		PC	Soc C	Pro C	Pers C
01.	L1	√	√		

- 5) Construct thick descriptions of people, places, and activities. The researcher should be detailed descriptions

of the people, places, and events in the study. And also of the experiences, perspectives, and physical settings represented in the data.

6) Build themes and test hypotheses.

The researchers provide the organizing ideas and use to explain what they have learned from the study. So the researcher describes and identifies the major concepts or issues that the researcher uses to interpret and explain the data.

7) Report and interpret data

8) The researchers' interpretations of what the data mean. So the research is reported in a mostly non quantitative, narrative manner, which often makes it enjoyable to read.

From the definition above, the researcher obtained the data through the observation and interview with the lecturers of English speaking for formal speaking class at second semester of State Islamic Institute of Surakarta in academic year 2017/2018.

H. The Trustworthiness of The Data

The trustworthiness of the data can be done by participation prolongation, diligence of research, triangulation, colleague checking, and sufficiency of references, negative cases analysis, and member check (Moleong, 2000:175). In this research, the researcher is going to use triangulation and member check. The researcher asks and do interviewed lecturers and students so the researcher can compare and match with booth of data interviewed and observation in order to support the trustworthiness of data. The researcher will choose triangulation to get the validity of the data. Moleong (2001:178) stated that triangulation is checking technique of data validity that employing something in other of the data for checking and compare the data. Triangulation is broadly defined by Denzin (1978: 291) as "the combination of methodologies in the study of the same phenomenon."

Johson (in Lauri, 2011:2) discusses that the issue of the use of triangulation in qualitative research and makes reference to work by different authors who discuss strategies to maximize credibility and dependability in qualitative research. A list of these strategies compiled by Johnson includes:

- Data triangulation (the use of multiple data sources to help understand a phenomenon)

- Method triangulation (the use of multiple research method to study a phenomenon)
- Investigator triangulation (the use of multiple researcher in collecting and interpreting data)
- Theory triangulation (the use of multiple theories and perspectives to help interpret and explain the data)

Theory triangulation involves using more than one theoretical framework in the interpretation of the data. Theoretical triangulation is the use of more than one theory hypotheses when investigating a phenomenon. In the theoretical triangulation, the perspectives or hypotheses used in the study may be related or have opposing view points. This strategy used to get the validity and reliability of the data. In this research, the researcher used the triangulation of data and theory in order to get the trustworthiness of this research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researcher will explain point of finding from the observation for this research. This chapter presents the research findings and discussion used to answer the problem statements in chapter I, which have been collected from the interview and observation. The focus part of this chapter is to describe the analyzing of the result *'Lecturers' Pedagogic Competence In Teaching Speaking English For Academic Purpose at English Education of The State Islamic Institute of Surakarta'*.

A. Findings

The Data on Lecturers' Pedagogic Competence in Teaching Speaking English for academic purpose at third semester english department of the State Islamic Institute of Surakarta obtained through an interview and observation. The Lecturers' Pedagogic Competence can be indicates as the explanation of the national standards of education, it is found at the Republic Indonesia Education Law at **article 28.(3)** with advanced pedagogic competence that is the ability managing the learning learners that includes an (1) understanding of participants students, (2) design and implementation of learning, (3) student assessment, and (4) the development of learners to actualize the various potential it owns.

Here were the findings of research that researcher get after doing research at Third semester of english education department of state institute islamic surakarta. The result of finding compose by the related table adapted from Gordon in order to be easy in analysis.

Table 4.1 The result of observation and interview using aspect of PC

No.	Subject	Data		Aspect of PC			
		Int	Obs	Understanding participant students	Design and implementation of learning	Students assessment	The use of media in teaching
01	L1F	√	√	√	√	√	√
02	L2M	√	√	√	√	√	√

The table above shows the findings of the PC from the lecturer in teaching speaking. The findings describe deeply as follows:

1. Understanding of participants students.

The researcher found that the lecturer had understanding of participant students by the result of interview and observation. The result of interview from the L1F as follow:

“untuk mengetahui kondisi para mahasiswa secara umum, biasanya ya saya tanya kabar mereka di awal pembelajaran mas, ya sama basa-basi dikitlah untuk meningkatkan situasi mengajar yang lebih kondusif. Seperti beberapa pertanyaan tentang liburan mereka atau apakah yang lain.”(L1F/Friday,7sept2018)

Result the L2M as follow:

“kalau saya cara untuk mengetahui kondisi para mahasiswa , biasanya saya sebelum pelajaran melakukan relaksasi seperti senam kecil atau menyanyi lagu lagu untuk merelaksasi otak dan agar bisa meningkatkan konsentrasi mahasiswa saat proses pembelajaran”(L2M/Tuesday,11sept2018)

The reseacher also found the supporting data about how the lecturers understanding of the students from the observation. The

observation prove that the lecturers asking the students condition in the beginning of the teaching learning process. the following question of the lecturers can be found in the RPS and field note from the researcher. The conclusion of the lecturers understanding students is Lecturers prime knowledge about the students in the class.

2. Design and implementation of learning

The researcher found that the lecturer had competency in design and implementation of learning by the result of interview and observation. The result of interview from the L1F as follow:

“saya sebisa mungkin mencoba untuk menerapkan setiap poin poin yang ada di silabus tetapi saya juga menggunakan beberapa cara atau strategi yang menurut saya nyaman dan baik untuk mengajar mata kuliah ini”.(L1F/Friday,7sept2018)

The result of interview L2M:

“untuk design dan strategi yang saya gunakan sesuai dengan silabus serta memiliki tujuan yang sama sesuai dengan RPS, saya tidak terlalu terfokus dengan strategi tertentu karena menurut saya yang terpenting dalam mata kuliah ini adalah bagaimana mahasiswa bisa dan biasa dalam mempraktikan skill speaking nya”.
(L2M/Tuesday,11sept2018)

And the result of observation from the researcher, the researcher found the different strategy used by L1F and L2M in their teaching and learning process. L1F used a more debate strategy to apply their design and implementation of teaching and learning process. And L2M used more various strategy and used a fun strategy like singing, stretching and etc in their teaching and learning process. Finally the researcher conclude that L1F and L2M can handled design and implementation of learning by the uses of curriculum and silabus.

3. Student assesment

The reseacher found that the lecturers had many various way to take students assesment it can be found from the interview and observation. And result of L1F interview as follow:

“untuk menilai sebenarnya juga sudah diatur di silabus dan juga RPS tetapi pada dasarnya ada tiga cara dalam menilai afektif maupun kognitif mahasiswa. Yang pertama dari absensi nya kemudian dari keaktifan dan kontribusi di kelas serta nilai harian, tugas, dan nilai akhir.”(L1F/Friday,7sept2018)

The result L2M interview as follow:

“tekhnik assesment atau penilaian sudah ada tata cara nya di silabus saya berdasarkan silabus ada dari attendance atau kehadiran, lalu dari tugas harian , dan yang terakhir nilai uts dan uas lalu kita kalkulasikan antara ketiganya. Tapi saya juga memberikan nilai lebih kepada mahsiswa yang aktif merespon ataupun aktif bertanya pada saat learning proses berlangsung”(L2M/Tuesday,11sept2018)

And the result of the observation done by the reseacher found almost same technique assesment done by the lecturers, they used assesment technique based on RPS and Silabus that three categories to do assesment from the attendance , assigment , and final test but from L1M he also give a plus score to students that give active respond in their learning process class. Finally the reseacher conclude that the lecturers L1F and L2M used three technique to assesment students teacher’ respond to the students when asking, give the score to the students and give an evaluation after teaching,give the students a task.

4. The use media in teaching

The researcher found that the lecturers used the media as long as the purpose of related to the method that used. The media used not as a centre but only as facilitator. It can be seen by the result of observation and interview show that the lecturers use the media in teaching by the purpose. And the result of interview L1F as follow:

“untuk penggunaan media pada pembelajaran speaking tidak terlalu sering karena lebih focus ke praktek, ya mungkin ketika membutuhkan saja kita menggunakan media.” (L1F/Friday,7sept2018)

The result of interview from L2M as follow:

“media bukan pokok penting dalam pembelajaran speaking kelas saya, menurut saya akan lebih baik pembelajaran speaking di fokuskan lebih ke praktek nyatanya. Maka dari itu peran dari dosen dalam mendampingi menjadi lebih intensif.”
(L2M/Tuesday,11sept2018)

Furthermore, the result of observation about the use of media in teaching speaking for academic purposes show that from the six meeting the use of media only found twice in the second and fifth meeting. The use media here have purpose in order to deliver the first material about the general speaking, For example when the lecturers in second meeting explain about the definition and general technique of debate using power point. Then the fifth meeting the media use for playing the sample of video to stimulate the students' knowledge. The researcher concludes that the L1F and L2M apply the media as need as possible.

The researcher indicates that there were three point of aspect that the PC used in teaching speaking by the lecturer as the result of analysis with the aspect using the law of government principle above. Those are:

- 1) conducting the educational learning,
- 2) communicate effectively, empathetic and manner with the students
- 3) utilize the assessment and evaluation for the sake of teaching

The indicators of PC describe deeply as the result of observation and interviews below:

a. Conducting The Educational Learning

The first indicator of PC is conducting the educational learning. The educational learning is conducted by the lecturer before the meeting by composing RPS or lesson plan. The lecturers compose the lesson plan before the all meeting from the schedule. The implementation of the composing lesson plan could be seen by the statement of the L1F & L2M.

Here the following L1F statement:

“Untuk RPS harus selesai dua minggu sebelum jadwal turun itu mas, jadi sebenarnya merencanakan begitu sulit, ketika hal-hal yang terjadi setelahnya sebagai penghambat rencana seperti contohnya ketika saya sakit atau sedang ada keperluan jadi perlu tambahan waktu untuk satu materi yang tidak sesuai rencana. Tapi untuk target tiap penyampaian material dan assessment itu harus dipastikan selesai bahkan mungkin menambah jam tambahan seperti itu.”

The result statement from L2M:

“Pembuatan RPS mengacu pada bagaimana kita menggunakan metode dalam rangka siswa menguasai apa yang ingin disampaikan. Didalam RPS mencakup apa saja aktifitas yang direncanakan dan mengandung aspek afektif & kognitif sesuai yang diharapkan. Kalau dari saya mungkin lebih banyak prakteknya di RPS.”

The researcher also found the related indicator from observation and also take a look from the RPS, then know the implementation by seeing

the activities of the lecturer to know the PC of the L1F & L2M. Moreover the L1F showed the PC from the RPS by providing the aspect of pedagogical such as managing the student's activities, using teaching media, etc. It was found by the researcher from the observation that lecturers show they do a conducting the education learning based on RPS or Lesson plan that they planned, for example when lecturers starting the lesson they do a greeting and asking the students about their condition after that they do a practice speaking and many more. And the L2M showed the PC from the RPS by providing the aspect of pedagogical such as managing the students activities with song and etc.

b. Communicate effectively, empathetic and manner with the students

After conducting education learning the next indicator of PC is do a communicative effectively, emphatic and manner with the students. The lecturers should be a communicative and empathetic to know or understanding the participant students as the indicator of PC because understanding the students it can impact with the method or media use to teaching and learning process. It related with the lecturers statement by L1F and L2M.

Here the following L1F statement :

“mengetahui kondisi mahasiswa dan juga menjadi dosen yang komunikatif itu sangat penting dalam rangka untuk mengetahui bagaimana mahasiswa tersebut, ini nanti juga akan berdampak bagaimana kita (dosen) memberikan treatment atau perlakuan kepada mahasiswa setelah kita tahu kondisi mahasiswa tersebut, kuncinya adalah selalu berkomunikasi, berempati dengan baik kepada mahasiswa”

The result L2M statement :

“dalam proses teaching and learning komunikasi yang baik dengan mahasiswa juga sangat berperan dalam menciptakan suasana yang adem ayem sehingga mahasiswa relax atau senang dalam nanti menerima

pembelajaran dari kita (dosen) sehingga tujuan dari pembelajaran akan tercapai dengan baik nantinya”

The reseacher also found the form of communicate effectievly, emphatic manner with the students when do observation in classroom. The lecturers alwasy greeting and asking the students condition in every beginning lesson and do chit chat to students before teaching and learning activities. The conclude is comunnicate effectievly and empathetic manner with the students is one of indicator of PC that should had by lecturers.

c. utilize the assessment and evaluation for the sake of teaching

Do assesment and evaluation is indicator of PC. Utilize the assesment and evaluation for the sake of teaching is the goal of teaching and learning procces. the succes or not the teaching and learning activities indicate by the result of assesment and evaluation, so if as the lecturers utilize assesment and evaluation be a important thing if we as a competence lecturers. Moreover utilize assement and evaluation for the sake of teaching is one of indicator PC because assesment and evaluation is related assesment to know how far students knowing about the material and the evaluation to know how treatment after the teaching and leraning activities. The related assesment and evaluation it can be seen for the statement for L1F and L2M.

Here the statement for L1F:

“dalam aktivitas mengajar dan belajar proses penilaian dan evaluasi menjadi suatu proses yang final untuk mengetahui apakah proses belajar mengajar itu berhasil, dan itu bisa dijadikan acuan untuk evaluasi dalam proses belajar dan mengajar selanjutnya. Kalau untuk proses penilaian dan evaluasi dalam mata kuliah speaking saya ada beberapa cara untuk melakukan nya ini sesuai dengan yang ada di silabus dan RPS dari mulai keaktifan dalam praktek, lalu absensi, dan juga penilaian untuk nilai akhir

lalu setelah itu saya selalu melakukan evaluasi agar dalam proses belajar mengajar selanjutnya bisa menjadikan kebaikan.”

The result statement for L2M:

“proses penilaian dan evaluasi menurut saya dalam proses yang berkesinambungan dari tujuan pembelajaran tersebut, maksudnya penilaian dan evaluasi itu menjadi tolo ukur dalam suatu proses pembelajaran apakah berhasil atau tidak dan selanjutnya menjadi bahan evaluasi untuk memperbaiki kekurangan yang ada”

The researcher found how the utilize assesmnet and evaluation for the sake of teaching is proof by observation in classroom while the lecturers teaching and asking the students for the assesment. When the lecturers command students to practice speaking for academic year material lecturers do assesment for those students active in their class. After that the lecturers do an evaluation to and then a lecturer in conducting evaluations to improve the practices related to student has done.

B. Discussion

1. Lecturers pedagogic competence

Lecturers understood person who works in university teaching school,building a place of learning,colleges, high schools and universities (*Great Dictionary of Indonesian*).In Act number 14 of 2005 article 1, paragraph 1 states Teachers areprofessional educators with the primary task of educating, teaching, guiding,directing, train, assess and evaluate students on early childhood education, formaeducation, primary education and secondary education.

Lecturers have in depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able

to teach well (Turnuklu and Yesildere, 2007). Teacher must be must be able to influence their students. Teachers must be visionary and authoritative. Corresponding to the *Rule of Government* NO. 19 Year 2005 about the the national standards of education at the **article 28 (3)** with advanced pedagogic competence that is the ability managing the learning learners that includes an (1) understanding of participants students, (2) design and implementation of learning, (3) student assessment, and (4) the development of learners to actualize the various potential it owns.

Based on the result of interview and observation the lecturers pedagogic competence in teaching speaking for academic purpose showed by the aspect of pedagogic competence as the result of interview and observation on the findings. It can be more deeply discussed by exploring one by one of the lecturer as a result of detail description.

A. L1 Pedagogic Competence

Aspect of Pedagogical competence	Pedagogical competence											
	Competencies of Learning plan				Competencies of managing				Competencies of evaluation			
	VG	G	NG	B	VG	G	NG	B	VG	G	NG	B
Knowledge	-	√	-	-	√	-	-	-	-	√	-	-
Comprehension	√	-	-	-	-	√	-	-	-	√	-	-
Ability	-	√	-	-	-	√	-	-	√	-	-	-
Value	√	-	-	-	-	-	√	-	-	√	-	-

Attitude	√	-	-	-	√	-	-	-	-	√	-	-	
Interest	-	-	√	-	-	√	-	-	-	-	√	-	

The table 4.2 above showed the result of observation by checking the aspect of pedagogical competence of L1. Here the complete description of the table:

1. Knowledge

The lecturer (L1) showed that he has Good competencies of learning plan by understanding the lesson plan on time and comprehensive, L1 also has Very Good competency in managing the teaching learning activities in many situations, then in the competencies of knowledge the L1 has Good category of evaluation.

2. Comprehension

The lecturer (L1) showed that he has Very Good competencies of learning Plan by understanding the lesson plan comprehensively, L1 also has Very Good comprehension in managing the teaching learning activities in many situations, then in the competencies of comprehension the L1 has Good category of evaluation.

3. Ability

The lecturer (L1) showed that he has Good competencies of learning plan by making and submit the lesson plan on time and comprehensive, L1 also has Good competency in managing the teaching learning activities by solving the problem, then in the competencies of knowledge the L1 has Very Good category of evaluation.

4. Value

The lecturer (L1) showed that he has Very Good competencies of learning by making and submit the lesson plan on time and comprehensive, L1 also has Very Good competency in managing the teaching learning activities in many situations, then in the competencies of Value the L1 has Very Good category of evaluation.

5. Attitude

The lecturer (L1) showed that he has Very Good competencies of learning by making and submit the lesson plan on time and comprehensive,L1 also has Very Good competency in managing the teaching learning activities in many situations, then in the competencies of knowledge the L1 has Good category of evaluation.

6. Interest

The lecturer (L1) showed that he has Good competencies of interesting in learning by making the lesson plan creatively,L1 also has Very Good competency in managing the teaching learning activities interesting, then in the competencies of interest the L1 has Good category of evaluation.

B. L2 Pedagogic Competence

Aspect of	Pedagogical competence	
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Pedagogical competence	Competencies of Learning plan				Competencies of managing				Competencies of evaluation			
	VG	G	NG	B	VG	G	NG	B	VG	G	NG	B
Knowledge	-	-	√	-	-	√	-	-	-	√		-
Comprehension	-	√	-	-	-	-	√	-	√	-	-	-
Ability	√	-	-	-	√	-	-	-	√	-	-	-
Value	-	√	-	-	-	√	-	-	-	√	-	-
Attitude	√	-	-	-	√	-	-	-	-	√	-	-
Interest	-	√	-	-	-	√	-	-	√	-	-	-

The table above showed the result of observation by checking the aspect of pedagogical competence of L2. Here the complete description of the table:

1. Knowledge

The lecturer (L2) showed that he has Not competencies of learning plan because the activity and the learning plan was irrelevant,L2 has Good competency in managing the teaching learning activities, then in the competencies of knowledge the L2 hasGood category of evaluation.

2. Comprehension

The lecturer (L2) showed that he has Good competencies of learning Plan by understanding the lesson plan, L2 has NotGood comprehension in managing the teaching learning activities in many situations because looked not ready with some problem, then in the

competencies of comprehension the L2 has Very Good category of evaluation.

3. Ability

The lecturer (L2) showed that he has Very Good competencies of learning plan by making and submit the lesson plan on time and comprehensive, L2 also has Very Good competency in managing the teaching learning activities by solving the problem, then in the competencies of knowledge the L2 has Very Good category of evaluation.

4. Value

The lecturer (L2) showed that he has Good competencies of learning by making and submit the lesson plan on time and comprehensive, L2 also has Good competency in managing the teaching learning activities in many situations, then in the competencies of Value the L2 has Good category of evaluation.

5. Attitude

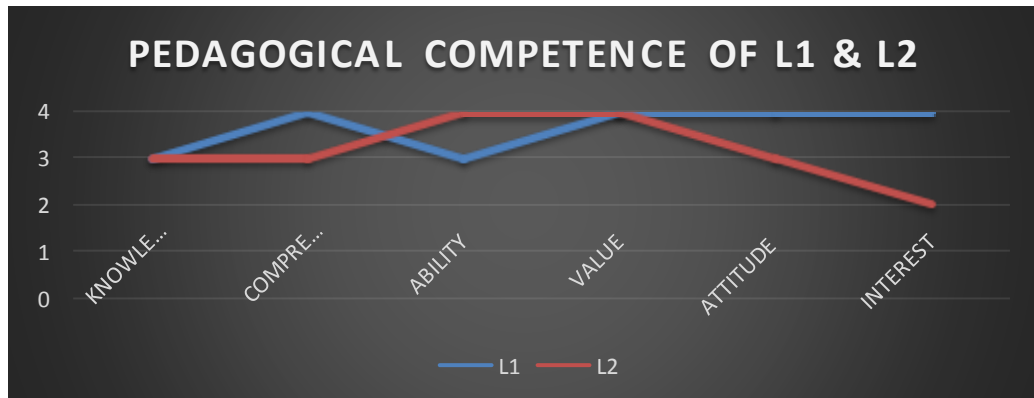
The lecturer (L2) showed that he has Very Good competencies of Attitude in learning by making the lesson plan creatively, L2 also has Very Good competency in managing the teaching learning activities with the good attitude then in the competencies of attitude the L2 has Good category of evaluation

6. Interest

The lecturer (L2) showed that he has Good competencies of interesting in learning by making the lesson plan creatively, L2 also

has Good competency in managing the teaching learning activities interesting, then in the competencies of interest the L2 has Very Good category of evaluation.

The description of the Pedagogical Competence of the both of lecturer could be see briefly by the following diagram 4.1:



The diagram above conducted by the scale 1-4 following the table of L1

& L2 = VG: 4 G: 3

NG:2 B: 1

The lecture 1 and lecture 2 were good but any different competence between L1F and L2M in process teaching and learning, L1F good in teaching and practice speaking for academic purpose meanwhile L2M used more various method in teaching speaking for academic purpose. Finally, it can be concluded that L1&L2 have high pedagogical competency but both of them also have the lack of some point that should be improve.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains some conclusion of the research and also suggestion of the research. This chapter presents the conclusion and the suggestion of this research. The focus part of this chapter is to explain conclusion and suggestion of the analyzing of the result “*Lecturers Pedagogic Competence In Teaching Speaking English for Academic Purpose at English Education Department of The State Islamic Institute of Surakarta*”.

A. CONCLUSION

Based the discussion in the previous chapter, it can be conclude that the Lecturers’ Pedagogical Competence in teaching speaking for academic purpose in the third semester of The State Islamic Institute of Surakarta was good with a few differences between L1F and L2M Pedagogic Competence that found the observation and interview.

The findings of this research showed that the Lecturers have Pedagogic Competence in some aspect of teaching. The Pedagogic Competence showed by the aspect in planning, process and evaluation.

However, the result of this research conclude that the pedagogic competence from both of lecturer were different in some steps of teaching but it was not interrupted the quality result of teaching English Speaking For Formal Interaction at the third semester of English Education. Based on the results of this research, the researcher suggested to the lecturers that they should try to improve their competence when teaching in the class. L1 have dominant in practice when teaching speaking for academic purpose, meanwhile L2 was good to in use various method in teaching speaking for academic purpose.

B. SUGGESTION

Based on the conclusion above, the researcher proposes the following suggestions:

1. The students should more active and more brave to practice in speaking for academic purpose class to making the learning process running well. If they do not understand the material or teacher explanation, they should ask to their teacher.
2. The lecturers should give or prepare good material to make the students more interested in learning, because the teaching material give influence.

he teacher also has to know what students' difficulties to learn English is, and help to solve their problem.

3. Teacher should apply more strategy and games in teaching so that students feel enjoyment in learning english.

Teachers' pedagogic competence is very good in teaching English. It is a research method conducted by the teachers who want to help students master the subject or material. The main purpose of teacher pedagogic competence is to find out and to solve the students' problem in the class and improve their achievements. It is very helpful for the educators and students. Therefore, the teachers are suggested to have pedagogic competence research if their students have problems in teaching and learning process in classroom.

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