

Students' Perception toward EFL College Teacher Pedagogical Competence in Teaching Writing

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Abstract. The research aims at knowing the pedagogic competence in teaching writing to the second-semester English students at Universitas Muhammadiyah Purworejo and analyzing the students' perspectives of the college teacher pedagogic competence in teaching writing. Besides, this research is also to find out and to solve students' problems in teaching and learning activities. This research used descriptive qualitative in acquiring the result of questionnaires which was used to find out the college teacher pedagogic competence. The instruments of this research used close-response questionnaires and open-response questionnaires to describe the college teacher pedagogic competence in teaching writing in class and to describe the students' perspectives of the college teacher pedagogic competence. The research subject was 35 English students of Universitas Muhammadiyah Purworejo. The thematic analysis was to analyze the research data. The result of this research showed that the students gave their positive perspective to the college teacher pedagogic competence in teaching writing. The students answered that the college teacher had good ability in teaching writing in the class. The college teacher has a good score from the students. The college teacher get 94% Agree and 6% disagree for the college teacher pedagogical competence in teaching writing. The college teacher also get positive perspectives from the student's answers about their open-response participants. This research also revealed that the college teacher pedagogic competence in teaching writing of Universitas Muhammadiyah Purworejo was a very good category. The college teacher also used good methods to teach their material in the class. The students felt comfortable and interested in learning in the class. In addition, become more active and responsible.

Keywords: College teacher pedagogic competence, Teaching writing, Students' perspectives

1. Introduction

Language is a vital tool for communication. Humans are able to interact with people from other countries by using language. English is inextricably linked to technological, scientific, economic, and educational progress. English is the language of international communication, advertising, commerce, science, diplomacy, and advanced technology transmission. English is taught at the elementary, junior high, senior high school, vocational school, and university levels in the Indonesian educational system. English teaching and learning, based on the Competence Curriculum, aims to develop four language skills: listening, speaking, reading, and writing. English is commonly used in a variety of settings, including a business, a school or international school, a tourist attraction, a museum, and many others. As a result, English is an important language that we must learn and master in order to gain knowledge. Furthermore, in this age of "globalism," the interdependence of nations and countries necessitates the use of a global language, and no language qualifies better than English [1]. One of the most difficult language skills to master is writing. It necessitates sophisticated reasoning. In the writing process, we always include thinking and creative skills. Not only that, but it is also backed up by appropriate regulations. When compared to other language skills, it is also regarded as the most difficult to learn. Writing is a productive skill that combines a symbol (orthographic) and a complex process. Writing is similar in that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion[2]–[4]. Given this description, college teacher must be able to influence their students; therefore, college teacher must be competent. Aside from that, college

teacher must employ some effective roles or methods for instructing their students. Comprehension is educated and trained to master the various strategies of techniques in teaching and learning activities, as well as the foundations of education as contained within the competence of the college teacher. In this context, it primarily served as a college teacher competence, counselors' competence, and class administrators' competence [5]. It is in accordance with students' needs to achieve goals so that they can produce the nature of education as stated in Indonesia law No. 20/2003 point 3 about a national education system that education is a conscious and planned effort to create an atmosphere of learning and teaching process to students' activities to develop their potential. Furthermore, the successful teaching and learning process is not just about whether the college teacher used English or not.

However, the college teacher knowledge of learning methods is also essential to master. Because the main purpose of Pedagogic competence is to find out and solve the students' problems in teaching and learning activities and to improve their achievements in order to provide a good education, it is also the main competence to fix inefficient teaching and learning activities in class [4], [6]–[8]. A professional college teacher must master their subject matter and pass on their knowledge to the students. The college teacher must ensure that the material of the teaching and learning process is understood by the students. Pedagogic competence is defined as an individual's ability to use a coordinated, synergistic combination of tangible and intangible resources to achieve efficiency and effectiveness in pedagogy [9]. Becoming a good college teacher can help students to develop and encourage a good language for learning, and raise their interest in teaching - learning process [10]. The concept of Pedagogic competence also tends to be used with the meaning of the minimum professional standard, often specified by law which should raise a person in fulfilling a particular role of the learning and teaching process [11]. An English college teacher should have a good qualification, a good competence, a good performance, and a good personality in addition to a good qualification, a good competence, a good performance, and a good personality in order to improve students' ability to use English [12]. College teacher are at the forefront of human resource development. The lecturer interacts with students in the classroom during the learning process [13]–[15].

College teacher attendance is an absolute necessity for the implementation of the learning process in the classroom [16]. Students should perform well academically, in terms of skills, emotional maturity, morals, and spirituality [17]. It demonstrates how the instructor utilizes classroom management to build a nice classroom and make it helpful for creating a successful teaching learning process [18]. The capacity to manage learners, which includes a grasp of learning design and execution, evaluation of learning outcomes, and students' growth, is referred to as the pedagogic competence [19]. The term preparation refers to a pedagogical ability-building strategy that emphasizes the importance of interaction between instructors and students in cultural elements, as well as being real and responsive maintenance activities for students' behavior modification. [20]. College teacher pedagogic competence is defined as their capacity to manage learning, which includes planning, execution, and assessment of learners' learning outcomes [21]. Moreover, college teacher pedagogic competence is the ability of college teacher to manage all the educational activity of students in the class [22]. The important components are involved in determining whether a college teacher education is of high or low quality. Attendance of college teacher is an absolute requirement for the implementation of the learning process in the classroom. College teacher competence is a synthesis of technological, personal, social, scientific, and spiritual aspects, including material mastery and student comprehension [23]. Attendance at lectures is an absolute requirement for the implementation of the learning process in the classroom. A college teacher performance is determined by their own competency, which includes skill practices, behavior, inventiveness, and self-development efforts [24]. Because of the college teacher unqualified learning process, they will have low competence, and their unwillingness and inability to adjust insight and competence will result in low quality education in schools, all of which is one of the college teacher duties and responsibilities to students. College teacher must not only be able to interpret learning, but they must also be able to use learning to establish and improve the quality of personal competence in their students. Competence-based education is a type of education that examines a potential or existing function in modern society in order to certify students' development [25].

Besides, college teacher must have the following personal qualities: a steady, stable, adult personality, discipline, wisdom, and charisma, being a role model for students, and being noble. Pedagogical competence is a component of instructors' knowledge and abilities. It includes instructors' awareness, classroom management, interaction, teaching language skills such as reading,

listening, speaking, writing, grammar, and vocabulary, testing language abilities, and employing the appropriate methods, methodologies, tactics, and strategies. Professional competency is a method used by educational authorities to develop college teacher so that they can continue to practice throughout their careers [26]. Professional competency is a college teacher ability to master learning materials in a broad and deep way, which includes mastery of materials, curriculum, structure, and technique [27]. Interactional competence, communicative competence, interpersonal competence, relational competence, emotional competence, communication competence, and social skills are all terms used interchangeably to represent varying degrees of conceptual and practical descriptions [28]. Educational and teaching qualifications are referred to as pedagogic competence. Pedagogical competence must be developed through classroom experiences that include real-world scenarios and students with a wide range of characteristics [29]. However, some instructors may not be in the best of circumstances when it comes to carrying out their duties. As a result, the lesson study cycle focuses on the professional development of college teacher in terms of planning, observing, and reviewing [30]. In order to achieve the goals of the teaching learning process, college teacher must have a high level of pedagogical competence. Educational and teaching credentials are referred to as pedagogic competence. As a result, the ability of college teacher to regulate the teaching and learning process is involved [31]. From the planning stages to the assessment stages, the teaching and learning process is detailed. This is possible because the college teacher actively engages students in using information and communication technology facilities to achieve learning objectives, and the college teacher communicates effectively, empathically, and pleasantly with students on a daily basis [31]. College teacher with pedagogical competence in improving student potential should design and implement instructional activities to assist students in developing their creativity and critical thinking skills. College teacher emphasize interaction with students and encourage them to comprehend and apply the information presented [32]. There are some components of college teacher pedagogic competence, there are: Attitude, having an attitude is an important element that the instructor should have, Knowledge, as a prerequisite for pedagogic competency, the college teacher must be knowledgeable in the four areas listed below, The capacity to apply information in the stated field entails displaying several sorts of ability, Adapting to the circumstance, the college teacher pedagogic competence requires the college teacher to be able to adjust to the situation during the teaching process, Continuous development, instructional competency are not static, never-ending processes, Perseverance is required for successful teaching. Brilliant one-time efforts benefit neither students nor institutions if enthusiasm and commitment diminish, the six characteristics listed above, as a whole, can be viewed as a description of what is contained in pedagogic competence. Furthermore, understanding learners, designing the lesson, carrying out the lesson, evaluating and developing the student's potential are all components of pedagogic competence [33]. Understanding the learners means the college teacher should be able to understand the condition of their students. Designing the lesson means that designing the learning will raise into implementing the learning. Doing the lesson implementing learning with some essential indicators is between setting the learning background and conducting good learning. Evaluation by doing, the college teacher will know how far students understand the lesson: designing and implementing evaluation and continuous learning outcomes, analyzing the evaluation result, and improving learning quality[34]–[36]. The college teacher must meet the components of pedagogic competence as a college teacher with strong pedagogic competence. As a result, the learning process will be more efficient.

2. Method

The research design of this research was a descriptive research. It was a qualitative approach by using a descriptive design. A qualitative research is frequently referred to as the naturalistic method because it is conducted in a natural or natural setting, also known as ethnography because it was initially more widely used for research in the field of the culture anthropology, also referred to as qualitative methods for the data collected, and analysis is more qualitative [37]. Descriptive research is a research technique that tries to be systematic and meticulous with the real facts and characteristics of certain populations in order to address the current problem and gather data or information to be arranged, described, and analyzed [38]. Furthermore, the analytical data were gathered from the beginning of the study until the end of the investigation. Researchers will collect data through observation, interviews, and questionnaires. The object that became a source of worry

during investigation was referred to as the research variable. The participants were a college teacher and students in the second-semester at Universitas Muhammadiyah Purworejo.

3. Research Instrument

1. Observation

Observation is defined as the systematic observation and recording of the symptoms that appear on the subject of research, observation, and point that are made for the subject in a place or event that occurred. The meanings of the observations are used in free forms and do not need an answer, but it is indicated what seems to be supported findings of this study, which includes participants and non-participants. Participant observation is used to determine the efficacy of college teacher in the delivery of materials in the class. The researcher focuses on students learning outcomes while non-participants. These observations will allow one to become acquainted with the college teacher course materials, teaching methods, and strategies, how the college teacher interacts with students, how the learners respond and interact with the college teacher and among themselves, and the types of language that they understand and produce.

2. Questionnaires

There were two questionnaires that researchers used to collect the data, there are close-response participants and open-response participants. The students should answer these questionnaires honestly. The student's answer would be a conclusion about this research. These questionnaires also have 29 questions that are related with four components of pedagogic competence. The four pedagogical competencies there are: understanding students' characteristics, designing and implementing the learning, evaluating outcomes, and developing students to actualize their various potentials. These questionnaires were distributed to 35 English students of Universitas Muhammadiyah Purworejo. The students should answer these questionnaires and also give their perspective about the college teacher in the open-response participant that has 7 questions of the questionnaires.

4. Findings and Discussion

1. English college teacher pedagogic competence

a. Questionnaires

The questionnaires were distributed to 35 English students as respondents of this research. In components of pedagogic competence have four indicators, every indicators have some questions; first understanding characteristics of students had 7 questions related to indicators, second is about designing and implementing learning had 10 questions that related to the indicators, third evaluating learning outcomes had 5 questions related to this indicators, and the last is about developing students to actualize their various potentials and also have 7 questions that related to the indicators of this research. Besides, the questionnaires also had 7 questions about student's perspectives of pedagogic competence in open-response participants that related to four indicators of this research. There were 21 students from class 2A English Department and 14 students from class 2B English Department. The students have to answer this questionnaire in 15-20 minutes.

Based on the result, the researcher took the result of this research that the college teacher also had good ability in teaching learning activities in that class. The college teacher had a very good category in students' answers to the questionnaires. The students' answer was that the college teacher used good methods for teaching in the class. Besides, the college teacher also used instruments for teaching creatively. Moreover, the students never felt bored in the class. The students understand the topic easily. The college teacher also gives them an opportunity to practice their ability and competence by doing some tests.

The students had good perspectives about their college teacher. The students are also comfortable with the strategies that the college teacher used for teaching in the class. From the questionnaires, we can see that the college teacher has good ability in teaching learning

activities. The college teacher also had 94% Agree from the students of college teacher pedagogic competence.

b. English college teacher pedagogic competence

This research is about college teacher pedagogic competence in teaching speaking at Muhammadiyah University of Purworejo. The data were collected from questionnaires. Based on the result of the observation checklist college teacher pedagogic competence, the researcher put four components on the close-response participants of questionnaires there are Understanding characteristic of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Based on the list of components in the questions of the questionnaires, the researcher will explain point by point of that list. For the first question that means how the college teacher can understand every characteristic of the students in the class. The researcher found that the college teacher really knows the characteristics of the students so that the college teacher can give them good methods in the teaching learning process. Second, the researcher found that the college teacher used a syllabus and good methods in teaching the students. The college teacher also gave the students a good structure of the learning process of the topic that the college teacher teaches about. Third, the researcher found that the college teacher gave a good response to the students who asked a question or just gave some opinions. The college teacher not only used a book or handbook to teach the students, but the college teacher used many instruments and media for teaching in the class. Therefore, the media can improve their competence in the class, and the students can more easily understand the material. The fourth means the college teacher can help the students to improve their potential in academics or non-academics. The college teacher used some practice to know their various potentials. The college teacher also gave the students a score in every practice class to provide their motivation in learning. Based on four components that have been explained, the English Pedagogic competence in close-response questionnaires was very good.

2. Students Perspective on English college teacher Pedagogic Competence

a. Understanding characteristics of students

Based on the result of observation in the questionnaires, students answer that the college teacher has good quality in the teaching learning process. The college teacher always gave them good attention in the learning process. The college teacher also creates an educational relationship with the students in the class, they give each other feedback on the material being studied. The college teacher always gave them an opportunity to answer or ask a question about the topic, but sometimes the college teacher did not understand students' competence in each material or subject during the learning process. The college teacher ensures students participate actively in the class. Helps develop potential and overcome the shortcomings of students. Arrange classes to provide the same learning opportunities for all students with disabilities and different learning abilities.

b. Designing and implementing learning

In this aspect, the result of the questionnaires is the college teacher mastering the material, theory and also principles in the teaching learning process. The college teacher explained the material correctly to the students, developing and mastering the material. The students also got some examples in each topic of the study. In the class, the college teacher has mastered their methods to teach the students, and also connected several topics in daily life. The college teacher used some instruments to teach the students in the class, make sure students understand the topic, and also make the students interested in the teaching learning process with the instruments. The college teacher also has support instruments that are used in teaching their students like books, hand-out, or journals that can help students to understand the material correctly.

c. Evaluating learning outcomes

The college teacher improved their methods in the learning process, they used some instruments and also used the internet to source the students' learning. The result of the questionnaires is the observation that the college teacher has good strategies in teaching every topic, and the college teacher has some different instrument for each topic that makes the students interesting during the lesson. The college teacher also brings students comfort in the learning process. The college teacher always gave the students an opportunity to criticize and gave the college teacher some suggestions to improve their strategies' in teaching. The college teacher uses students' feedback and comments on it to enhance future learning, and can demonstrate this through notes, learning diaries, learning designs, supplementary content, and so on. In this result, evaluating outcomes is very important to know how to extend students' understanding of the material and to know the effectiveness of the strategy and method used during teaching and learning activities.

d. Developing students to actualize their various potentials

The result of this questionnaire has a very important role in improving students' potential. The college teacher needs to be able to see and be aware of students' potential and help the students in order for their potential to develop or improve. The students answer in this way that the college teacher builds students' learning motivation, and also gives the students an opportunity to speak up in front of the class and tell their opinion to improve their competence. The college teacher gave students' time to debate their opinion or statement about the topic. This practice can improve their potential, especially in writing skills. The college teacher also has a data score for each student corresponding with their competence in the class. The college teacher always gives them a good score if they do the practice correctly. The college teacher is always giving them motivation to improve their potential and skills in the teaching learning process especially in writing skills because the college teacher knows that the students have different potential and skills, so the college teacher is always giving them some practice in every meeting to improve their skills.

5. Conclusion

1. English College Teacher Pedagogic Competence in writing Class

Based on the findings and discussion, the researcher concluded that the English college teacher pedagogic competence in teaching writing class was a very good category. The college teacher had a 94% agreement from students' answers to the questionnaires. The college teacher had good ability in teaching writing class. The students also gave the college teacher high scores in every component. The students also gave the researcher good answers for the questionnaires. Besides, the students answer that the college teacher had good ability and competence in teaching writing class. The college teacher also gave the students some knowledge that is very useful for the students. The college teacher also used several media or instruments to teach a writing class. The college teacher instruments make it easy for the students to easily understand the materials. The college teacher also gave students some tests to practice their competence in writing class. The college teacher methods in teaching learning activities allow the students to improve their potential by themselves. The college teacher also helped the students that had problems with the learning activities.

2. Students' perspective on the college teacher pedagogic competence in teaching speaking class

Based on the findings and discussion the college teacher got some good students' perspectives. The college teacher also can conduct the learning activities very well. The college teacher can manage the roles of the learning very well. The college teacher also used good methods for teaching writing class. The college teacher also understands their problem in learning activities. The college teacher always tries to be kind in every situation. The students' weakness in learning activities will be treated and analyzed to know the problem and also find out the solutions. The students also have several weaknesses in the learning process, such as they

have problems in grammatical and vocabulary. In this situation, the college teacher tried to help them and find out the solution for their problem. From the discussion in the previous chapter, it can be concluded that; analysis of college teacher pedagogic competence in teaching writing at second-semester Universitas Muhammadiyah Purworejo was very good. It was found in the college teacher results of an interview. The analysis of students' perspective on the college teacher pedagogic competence was in the high category. It was found in students' results in an interview about pedagogic competence. The researcher formulated the conclusion into the result of both questionnaires showing that the lecturer had very good quality in pedagogic competence. The lecturer also got 94% Agree and 6% disagree from the student's answer to the questionnaires. The point that the lecturer got from the students was to have grade qualifications from the researcher. The lecturer got an 80-100 grade score for the pedagogic competence in teaching writing class.

6. References

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