



**STUDENTS' PERCEPTION TOWARDS PEDAGOGICAL AND
PROFESSIONAL EFL TEACHER AT AL-ITTIHAD ISLAMIC SENIOR
HIGH SCHOOL**

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ABSTRACT

Lestari, Novi Ayu. 2020. *Students' Perception Towards Pedagogical and Professional EFL Teacher at Al-Ittihad Islamic Senior High School*.
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This research present the students' perception towards pedagogical and professional EFL Teacher at Al-Ittihad Islamic Senior High School. For being a good teacher, they should know what are included in standard competencies of teacher. The competencies are: (1) Pedagogical Competence, (2) Personality Competence, (3) Social Competence, (4) Professional Competence. The researcher conducted the present research to know what is a good teacher in terms of pedagogical and professional competence of EFL teacher based on students' perception.

This research used descriptive qualitative as the research design. The participants were students of twelfth grade at Al-Ittihad Islamic Senior School, and 10 students were chosen by researcher randomly. The researcher used questionnaire as the instrument for this research to collect the data. The instrument was adopted from Palgunadi (2019). The questionnaire is provides 25 statements which was divided into two categories, they are; pedagogical and professional competencies. The data were collected by using online-based questionnaire namely Google Form.

The findings of this research showed that more than 7 from 10 student answered that their English teacher often and always explained the materials well, creative in using various method to deliver the materials, always observe students' behavior in participating in teaching-learning process and can make the atmosphere of learning process conducive. Then, the researcher concluded that both of pedagogical and professional competencies of one of EFL teacher at Al-Ittihad Islamic Senior High School were very good, because based on the result of questionnaire which answered by the respondent perception their EFL teacher almost doing every item statement in teaching and learning process.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, formulation of the research problem, the objective of the study, the significance of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

Teaching is a keyword that cannot be separated from an educational term. Teaching is also a way of conveying knowledge, therefore, education will not take place if there are no teachers. As many people already know that teaching is a process to convey some knowledge from the teacher to students with the goal of achieving students' mastery of knowledge. In carrying out their duties as a teacher, teachers are not only required to convey material or knowledge but the teacher must also provide advice or suggestions.

The teacher also has an important role in shaping the character and personality of students. Chance (1994) proposed that learning is the change of behavior. It is not only change in the behavior but also change in perceptions, knowledge, or other cognitive attributes. The teacher is also an example for students, therefore something that is done by the teacher does not rule out the possibility of being imitated by the students, so the teacher must provide a good example that can be applied by students.

According to Gage in Purwanto (2011), learning is a mechanism in which an organism changes its action as a result of experience. Learn Experience in a person's life to do something, or take an action premised is, is a result of the learning process. Also, Gredler in Purwanto (2011) claimed that the method of modifying attitudes and behaviors that are substantially artificial and very little dependent on the natural situation. Therefore, a supportive learning environment should be created so that this learning process can be carried out optimally. The conclusion is in learning there is a process of behavior change which is the result of an experience in learning. The process of change in behavior affects the learning environment, therefore the learning environment is very supportive of the learning process.

According to Spencer and Spencer (1993), competence is a basic characteristic of an individual, which is causally related to effective or excellent performance standards mentioned in a job or situation. Ability is an attribute that provides quality and superior human resources (Spencer and Spencer 1993). The quality was given to a person or thing, which refers to certain characteristics that are needed to be able to do the job effectively. The conclusion is that competence is an indicator that is used as an assessment to determine the characteristics of teachers who are considered competent and professional in their work.

The existence of teaching and learning is the key of successful classroom activity. Unfortunately, not all teachers can achieve the curriculum goals in language teaching. Based on Huang (2010) some teachers are not lucky as the others. Accordingly, to be a successful teacher they must be able to understand well about

the four competencies for the views of their students as well as for the development of their student trainees. The four competencies are (1) Pedagogical competence, (2) Personality competence, (3) Social competence, and (4) Professional competence. Those criteria are definitely stated in *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen*. All of those competencies are important aspects as the standard to be a good teacher to make learning and teaching process are successful.

Besides, each student has a different view of the definition of a good teacher. Some students assumed that a good teacher is a teacher who has good pedagogical competence and mastering all materials that will be delivered to the students. Another opinion from some students about a teacher who has a good personality in various ways, including not easy to get angry during the teaching process and always appreciate the students' effort in learning. Again, many students think that teachers with good social competence and professional competence are also good teachers. Many students have different perceptions about their teachers. Students' opinions are rarely considered in both educational research and practice since their everyday school life is dominated by interactions with teachers.

In an attempt to know how a students' perception of good EFL teacher, the researcher interested to conduct a research entitled "Students' Perception towards Pedagogical and Professional EFL Teacher at Al-Ittihad Islamic Senior High School" which provides detailed information specifically about pedagogical and professional competence, meanwhile some previous studies were mentioned only about professional competence of EFL teacher based on students' perception.

1.2 Research Problem

As stated in the background of the study above, the research problem is “What is the students’ perception towards pedagogical and professional EFL teacher in Al-Ittihad Islamic Senior High School?”

1.3 The Objective of the Study

According to the research problem above the aim of this research is to describe the students’ perception about their pedagogical and professional EFL teacher.

1.4 The Significance of the Study

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

1. Theoretical Significance

This research was expected to have a significant contribution for the development of the teachers’ pedagogical and professional competences theory especially for the English teachers.

2. Practical

a. For English Teachers

The English teacher through this research were expected to apply their ability for these competencies (pedagogical and professional) in mastering material and managing class properly.

- b. For further researchers

This research will be helpful as a source for further researchers to pay greater attention to the success of their pupils in teaching as the next teacher.

1.5 Scope and Limitation of the Study

This research was conducted at Al - Ittihad Islamic Senior High School Belung-Poncokusumo. The focus of this research was students' perception towards pedagogical and professional EFL teacher. The instrument used in this research was adopted from Palgunadi (2014) without any changes or modification because the statements which provides in the instrument are suitable for this research. Beside that this instrument was written in Bahasa Indonesia to make sure that the respondents can understand the items in it well.

The limitation of this study is because the Corona Virus Disease 19 break, the researcher difficult to collect the data directly in the field. The researcher collect the data only through questionnaire by the online-research namely google form, so that the result of this research it is only based on the questionnaire.

1. 6 Definition of Key Terms

The definition of key terms is provided to avoid misunderstanding and ambiguity. There are some terms used in this study that need to be explained.

1. Students' Perception

In part of education, students' perception includes on how students' understanding in facing some experiences, especially past experiences about their studying process. Specifically and physiologically, learner percept on what they see, hear, and touch during school.

2. Pedagogical

Pedagogical competence is the ability of the teachers in managing skills education for students, including understanding, plan and implementation of education, assessment of learning results, and build a variety of learners to realize their potential.

3. Professional

Professional competence is the ability that must be mastered by teachers, including; learning material, lesson plans and courses, class management and evaluation, and evaluation of learning processes and outcomes.

4. EFL Teacher

EFL (English as a Foreign Language) teacher is a teacher who teaches English to students in a country where English is not the native language.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion of the research.

5.1 Conclusion

The purpose of this study was to find out the students' perception towards pedagogical and professional EFL teacher at Al-Ittihad Islamic Senior High School Malang. The research design of this study was Descriptive Qualitative research. The research was conducted on the twelve grade students at Al-Ittihad Islamic Senior High School Malang. The Participant consisted of 10 students. The instrument used in this research is a questionnaire which was adopted from Palgunadi (2014). There are 11 statements about pedagogical competence and 14 statements about professional competence.

The data were analyzed by using percentages in a table and the result of the research showed that the EFL teacher at Al-Ittihad Islamic Senior High School has good pedagogical and professional competence it can be proved that more than 50% students said that their English teacher often and always explained the materials well and can make the atmosphere of learning process conducive.

5.2 Suggestions

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

1. For teacher

The researcher hopes that the result of this research can help the teacher especially for EFL teacher at Al-Ittihad Islamic Senior High School to improve their pedagogical and professional competencies in the teaching and learning process. So that they can convey them to their students properly and hopefully they can be the best English teachers.

2. For students

To learn English, students need good enough motivation, and that motivation can be obtained from their teachers who have good abilities in delivering material and have a professional attitude. The students who have high motivation will affect the result of the learning both the knowledge and academic score.

3. For further researchers

Based on the result of this research, the researcher expects that the result of this research can be additional information for future researchers who are interested to conduct the study on the same topic. The researcher also realized that this research is still far from perfect, therefore the researcher really expects that the future researcher can explore this more deeply about this topic.



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