The Influence of the Teachers' Pedagogical Competence and Professional Competence on the Students' English Learning Achievement

(A Study at SMP Muhammadiyah Karangrayung Grobogan in Academic Year 2018/2019)

THESIS
Submitted in Partial Fulfillment of the Requirement for the Degree of
Bachelor of Education in English Language Education

By:
Puji Anggorosari
133411048

EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO ISLAMIC UNIVERSITY
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THESIS STATEMENT

I am, the student of the following identity:

Name	: Puji Anggorosari
Student Number	: 1133411048
Department	: English Language Education
State that the thesis entitled	:

The Influence of the Teachers' Pedagogical Competence and Professional Competence on the students' English Learning Achievement (A study at SMP Muhammadiyah Karangrayung in the Academic Year of 2018/2019)

is definitely my own work, I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with official standards.

Semarang, 10 January 2019
The Writer

Puji Anggorosari
133411048

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTASILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jl. Prof DR. Hamka Kampus II Ngaliyan Telp. (024) 7601295 Semarang 50185

RATIFICATION

Thesis with the following identity:

Tittle : **The Influence of the Teachers' Pedagogical Competence and Professional Competence on the Students' English Learning Achievement(**A Study at Smp Muhammadiyah Karangrayung In Academic Year 2018/2019)

Name of Students : Puji Anggorosari
Student Number : 133411048
Department : English Department
Field of Study : English Education

Had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo Islamic State University and can be received as one of any requirement for gaining the Bachelor Degree in English Education.

Semarang, 10 January 2019

THE BOARD OF EXAMINERS

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Dr. H. Ikhrom, M.Ag
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Dr. Hj. Siti Mariam, M.Pd
NIP.196507271992032002

Examiner I,

Examiner II,

Sayyidatul Fadlilah, M.Pd
NIP.198109082007102001

Nadiah Ma'mun, M.Pd
NIP.197811032007012006

ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Assalamu'alaikumwr.wb.

    I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Name of student	:	**Puji Anggorosari**
Student Number	:	**133411048**
Department	:	**English Language Education**
Field of Study	:	**English**
Title	:	**The influence of the teachers' pedagogical competence and professional competence on the students' English learning achievement a study at SMP Muhammadiyah Karangrayung in the academic the year of 2018/2019**

    I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikumwr.wb

Semarang, January 10th 2019
Advisor I

Siti Tarwiyah, S.S.M.Hum
NIP.197211081999032001

ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Assalamu'alaikumwr.wb.

     I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Name of student	:	Puji Anggorosari
Student Number	:	1334111048
Department	:	English Language Education
Field of Study	:	English
Title	:	**The influence of the teachers' pedagogical competence and professional competence on the students' English learning achievement a study at SMP Muhammadiyah Karangrayung in the academic the year of 2018/2019**

     I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikumwr.wb

Semarang, January 10rd 2019

Advisor II

Daviq Rizal, M. Pd
NIP.197710252007011005

ABSTRACT

Title : The Influence of the Teachers' Pedagogical Competence and Professional Competence on the Students' English Learning Achievement(A Study at Smp Muhammadiyah Karangrayung Grobogan in Academic Year 2018/2019

Writer : Puji Anggororsari

NIM : 133411048

This research aimed at 1. To explain the influence of the teachers' pedagogical competence on the students' English learning achievement at SMP Muhammadiyah karangrayung year of 2018/2019? 2. To explain the influence of the teachers' professional competence on the students' English learning achievement at SMP Muhammadiyah karangrayung year of 2018/2019. 3. To explain the significance influence of the teachers' pedagogical competence and professional competence on the students' English learning achievement at SMP Muhammadiyah Karangrayung Grobogan year of 2018/2019. This study used quantitative method to analyze the data and used convenience sample method. The sample of this research was conducted at SMP Muhammadiyah Karangrayung. The data were collected through questionnaire and documentation. Based on the analysis of the data result $F= 71.996 > F_{table}= 3.14$ with significance 5%. It means that pedagogical competence and professional competence have significant influences on the students' English achievement. The researcher found that teachers' pedagogical competences and professional competence have influence on the students' English learning achievement on 70.6%, it means that the variables influence on 70.6% on the students' English achievement and 29.4% Is influence from the others.

Keyword: *Teachers' pedagogical competence, Teachers' professional competence, students' English learning achievement.*

MOTTO

"A hopeless person sees difficulties in every chance, but a hopeful person sees chance in every difficulty." (Ali bin ABi Thalib)

"All our dreams can come true, if we have the courage to purse them" (Walt Disney)

"When you have a little time to catch your dream, let fight and do well. Allah will show the right wayS. Just do and keep praying**" (** Puji Anggorosari**)**

DEDICATION

This thesis is dedicated to my beloved Parents (Sukamto and Sri Pudji Wati), my beloved husband (Masjudi), my little baby (Sultan Joko Samduro), and all of my family, who always support me with prayer, love and patience.

ACKNOWLEDGMENT

Bismillahirrahmanirrahim Alhamdulillahirobbil 'Alamin, all praises have belonged to Allah SWT, the Most Gracious and the Most Merciful, None of the best word to express my gratitude until this thesis could be completely finished. Then sholawat and salam were always given to our beloved prophet, the real leader, Muhammad SAW whom we hope to give us syafa'at in the hereafter, amine.

Alhamdulillah, finally the researcher has finished in writing this final project for the requirement for the degree of bachelor of education in English Language Education Department of Walisongo State Islamic University (UIN) of Semarang. Therefore, the researcher would like to express the deepest graduate to

1. The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) of Semarang, Dr. H. Raharjo, M. Ed, St.
2. The chief of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang, Dr. H. Ikhrom, M. Ag.
3. Sayyidatul Fadlilah, M.Pd as the secretary of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang.
4. Thanks to Siti Tarwiyah, S.S,M.Hum as my first advisor, who gives good guidance, correction, suggestion, motivation, and patience for this graduating paper from the beginning until the end. May Allah SWT bless you.

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6. Thanks to All lecturers Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) of Semarang especially the lecturers of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang.

7. Again and always, thanks to my beloved fathers and mothers, Sukamto, and Sri Pudji Wati (Almr) who always gives love and support to me and always pray for my successful life, May Allah always give blessing health and happiness for you.

8. Thanks to my beloved husband, Masjudi who always gives me love, support, pray for my success, and always stay with me. May Allah always give blessing health and happiness for you

9. Thank to my little angel, Sultan Joko Samudro who always become my spirit in my life. May Allah always give blessing health and happiness for you

10. Thank for my mother in law, Ngatminah who always helps me to carrying my little angel, and always support me. May Allah always give health to you

11. My brothers and sisters, who always support me, May Allah always give health to you.

12. All of my friends of English Language Education Department named PBI B'13, one thing that I know we are 4,5 years in this class and you always help me in everything and give happiness for me.

13. In addition, all people who come and go in my life who always have the part in my life. Thank you.

Finally, I realize that this thesis is still far from being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope this thesis would be beneficial for everyone. Amin.

Semarang, 23 January 2019.
The Writer,

Puji Anggorosari
NIM.133411048

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CHAPTER I

INTRODUCTION

This chapter, the researcher presents the background of the study, research questions, objectives of the research, and significances of the research.

A. Background of the Research

<p dir="rtl">وَقُل لِّلَّذِينَ لَا يُؤْمِنُونَ اعْمَلُواْ عَلَىٰ مَكَانَتِكُمْ إِنَّا عَٰمِلُونَ ١٢١</p>

"And say unto those who believe not: Act according to your power. Lo! We (too) are acting" (QS. Hud:121)

This verse shows that we were born with ours unique quality and capability. We want to be a winner in life. But the road to success is not all smooth sailing. It is paved with challenges and hardship; every now and then life throws you in the deep end. When difficulties and failure knock you off balance even the best can crack under pressure. The reason why some people can rise to the occasion while others fail miserably is not their superior competence, knowledge or talent. So, we need to push ours skill and ability to grow up, through in trying times and keeps them afloat even in the face of the most challenging circumstances.

English is the second language that mostly used in many countries in the world. English is often used as the official language in the institution. English also was presented as an international language that was used as the social language of the mass media. English has

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grown to become the major education program including Indonesia[1]. In this case, English has been introduced and became a second language that used as ones' subject field in Indonesia educational program

Indonesia is one of the countries that use English as one subject in the education curriculum. Here Indonesians' curriculum is needed to know how to explain and express a core cross-cultural component in English to Indonesians' learners. It is also provided to access the information about English language and develops the critical cultural awareness among the learners.[2] Indonesian curriculum was used English as a subject field in the educational process. It is present that the English language is currently in almost every level of the educational curriculum in Indonesia.

UU of Republic Indonesia no 20 the year of 2003 has defined that education is the human effort to create a learning atmosphere and learning process to develop their potential in the spirit of religion, self-control, personality, intelligence, characters, and skills.[3] Education is as a place to increase our ability, besides these, we are needed a teacher as someone who is transferred the knowledge.

Teachers' has an important role in the English language classroom. Particularly, since English has become a part of Indonesian

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[1] Geoffrey Brughton, Cristopher Brumfit. *Teaching English As a Foreign Language*, new york: Routledge.1980.p.6

[2] Andi Kirk Patrick*. English as an International Language in Asia Implications for Language Education,* New York; Springer science and business media dordrocht.2012. p. 38

[3] UU republic of Indonesia no 20 the year of 2003. *Education System*, section 1 verse 1

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education. It is needed teachers who are fluency and comprehend in English. The teacher needs to improve their competence in order to they can develop student' potential in English. They should have the capacity for understanding students' characteristic in learning a foreign language, they should comprehend to use the media as a tool in teaching-learning, comprehend in learning material well. So the teachers who have good competence are teachers who can deliver students to get learning achievement[4] The teacher plays the impotent in English learning, especially in the class. Teachers' experience in class is needed because they have more capacity and fulfill the competence of the teacher.

The teacher has a role to conveying the knowledge to students. The teacher must understand in depth the material to be taught. So students will find it easier to understand the material they are getting.[5] The students' achievement is formed teacher' who is more comprehends in their learning material

Competence is individuals' capability in his work that constructs cognitive and non-cognitive aspects. Competence is needed combination between ability and behavior to engage his latent well.[6] It

[4]Endang Asriyanti, and Asfah Rahman etc, *The Competence of Primary School English Teachers in Indonesia*.journal of Education and practice 2013. P 139
[5]Jejen Musfah,. *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Praktik, Jakarta: Kencana*. 2011. P.54
[6] Evaline Wutke and Jurgen Sulfried. *Professional Competence of Persuasive Teachers' And Support*", Germany; Springer international publishing.2012.p.3

is mean that competence needs the balance between individuals' ability to performance and his behavior to get work success.

According to UU no 14 the years of 2005 about teacher and lecturer is stipulated that teacher have four competencies including pedagogical competence, personal competence, social competence, professional competence. [7] Those aspects are important in the educational process, but here the researcher wants to know the aspects of pedagogical competence and professional competence of students' English achievement.

Pedagogical competence according to (Sujanto, 2007: 31) in (Firdausi and Barnawi, 2012: 27) is defined that teachers' ability to understand the characteristics of the students, evaluation, students' progress, design and teachers' implementing in teaching learning.[8] Teachers' are expected able to guide a student in their learning activities, and they are able to improve their learning strategies by analyzing students characteristic.

Professional competence according to Sujanto(2007:33) in Firdausi and Barnawi, (2012: 40) is teachers' ability to master the learning material widely and deeply which can be used as guidance material to students, so students can achieve the standards of minimum

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[7] UU republic of Indonesia no 14 the years of 2005 Teacher and Lecturer verse 4 section 10

[8] Arif Firdausi Barnawi. *Profil Guru SMK Professional*, Jogjakarta; Ar-ruzz Media. 2012 p.27

competency that should be mastered by students [9]. Teachers' mastery in the learning material is the teachers who comprehend in curriculum, materials, syllabus, basic concept and structures of scientist approach deeply.

Achievement is defined as the success of student learning. In this case, the student successfully completes the assignment and attains the grade specified by the school. Achievement is also interpreted as students' ability to express well their skill and knowledge in their learning material.[10] Achievement is the successful learning of the students' who study hard and accomplish their task well.

English is a foreign language that has become one of the subjects in Indonesia. English also becomes one of the difficult lessons for Indonesian learner. Therefore, teachers are required to have standards of pedagogic competence and professional competence as an effort to improve the quality of education. In other words, the quality of education depends on how the teachers are. How to produce high students' achievement depends on teachers' competence.

Based on the problem above, the researcher analyzed teachers' pedagogical competence and professional competence; it will be entitled **"The Influence of the Teachers' Pedagogical Competence and Professional Competence on the Students' English Learning**

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[9] Arif Firdausi Barnawi**.** *Profil Guru SMK Professional*, Jogjakarta; Ar-ruzz Media. 2012 p.40

[10] B.R. Parida. *Improving English Teaching Role of Physic-Socio Factors,* New Delhi. House 2017. p .15

Achievement (A Study at SMP Muhammadiyah Karangrayung Grobogan Year of 2018/2019)

B.   Reasons for Choosing the Topic

English is as an international' language that became a subject filed in Indonesians education. It also becomes one of the difficult subjects for Indonesian learners. Therefore, the researcher is curious about what does the teacher do to keep students motivated in learning English.

It is also very important to give students the opportunity to be successful. Give them tasks where they can see the results of their efforts and make the classes memorable. It needs to set a task, be clear and allow students time to prepare first and gives any questions. Students need to have a very clear idea of what they are supposed to do, so they can perform well. Then teachers need to set a variety of engaging, meaningful activities, and create a friendly atmosphere where they feel they can talk freely and ask questions. Then teachers should comprehend the material well because it is important to make the students believe in teachers' capacity in academic. Because of those, the researcher analyzed teachers' implementing in teaching activities, and theirs' comprehend in English materials as an aspect of teachers' pedagogical competence and professional competence.

So, the researcher chooses "the influence of the teachers' pedagogical competence and professional competence on the students' English Learning Achievement" as a title and chooses a quantitative

method to find out the data. The researcher will use at SMP Muhammadiyah Karangrayung as setting and population for conducting the data.

C. Research Questions

This research is conducted to answer the following questions:

1. Is there any the influence of the teachers' pedagogical competence on the students' English learning achievement at SMP Muhammadiyah Karangrayung Grobogan year of 2018/2019?

2. Is there any the influence of the teachers' professional competence on the students' English learning achievement at SMP Muhammadiyah Karangrayung Grobogan year of 2018/2019?

3. Is there any significant influence of the teachers' pedagogical competence and professional competence on the students' English learning achievement at SMP Muhammadiyah Karangrayung Grobogan year of 2018/2019?

D. The objectives of the Research

This research is conducted to answer the following questions:

1. To explain the influence of the teachers' pedagogical competence on the students' English learning achievement at SMP Muhammadiyah Karangrayung Grobogan year of 2018/2019.

2. To explain the influence of the teachers' professional competence on the students' English learning achievement at SMP Muhammadiyah Karangrayung Grobogan year of 2018/2019.

3. To explain significant influence of the teachers' pedagogical competence and professional competence on the students' English learning achievement at SMP Muhammadiyah Karangrayung Grobogan year of 2018/2019.

E. Significances of the Study

There are two signs of this research. They are Practical Significance and Theoretical Significance which the research expects that the findings may be useful for the following parties:

1. Practical Significance
   a. The Student of English Department
      Especially for those who have sort of difficulties in learning English, the findings could be tried to foster English learner.
   b. Teachers
      The findings will be very useful for teachers to increase their pedagogical and professional competence.
   c. Researchers
      The research can be used as additional information for the researcher to be a good educator in the future.
2. Theoretical Significance

The result of this research is expected to be a reference to improve the teachers' pedagogical competence and professional competence in the teaching-learning activities.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter, the researcher presents previous research, literature review, and hypothesis.

A. Previous Research.

There are some previous research which have some same subject, object or teaching technique but in this research, the researcher takes some of the research related to the research:

1. The thesis entitled "Teachers' Qualifications and Their Impact on Student Achievement" by Ruth Zuzovsky, University of Israel.[1] Has aim to know the impact on teachers' qualification on the students' achievement. The sample is teachers who participated in TIMSS-2003 in Israel. It was comprised of 371 mathematics teachers and 317 science teachers who taught about 4,000 students in 149 sampled schools. The studies were used interviews and classroom observations to collected data. The percentage of the BGV out of the total variance in outcomes is higher in mathematics (41.8%) than in science (26.7%) suggesting that grouping in mathematics is mostly based on ability. The ratio between the added explanatory power of the BGV due to teacher variables versus that of student variables is 1:1.8 (13.9%:25:5%)

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[1] Ruth Zuzovsky. *Teachers' Qualifications and Their Impact on Student Achievement Findings from TIMSS-2003 Data in Israel*. University of Israel, Israel.2003

in mathematics and 1:5.3 (4.1%:21.6%) in science. Those ratios mean the teacher' variable influences of the BGV in mathematics than in science. The research finds teacher variables do have a consistent impact. Frequent participation in content-oriented professional development activity seems to have positive and significant effects in both subject areas, while frequent participation in pedagogically-oriented professional development activities has a negative impact on student achievement in both subjects. It can be concluded that teacher's possessing a first academic degree is much more associated with student achievement.

2. The thesis entitled "Pedagogical Content Knowledge in Indonesian English Language Teaching" by Faisal, Muhammadiyah University Purwokerto.[2] This research focused on the pedagogical content of Indonesian teacher in requiring the implementation of the curriculum year of 2013. The sample of this study was from UU republic of Indonesia no 16 the year of 2007 that about The Ministry of National Education of academic. It was used the summative approach as a technical method focuses on the qualitative and material aspects of the documents. This research finding shows how the PCK (pedagogical content knowledge) has been organized in these Indonesians' regulation. This regulation

[2] Faisal.Pedagogical Content Knowledge in Indonesian English Language Teaching. Muhammadiyah University, Purwekerto. WWW.APJMR.COM *Asian Pacific journal of Multidisciplinary research, Vol.3, No.3 2015*.

describes and organizes the concept of PCK into four grand teacher's competencies, namely pedagogical, professional, personal, and social competencies. The research proves that regulation plays an important role in an instructional toward PCK (pedagogical content knowledge)

3. The thesis entitled "A Review of Teachers' Qualifications and Its Implication on Students' Academic Achievement in Nigerian Schools an International Journal volume 2 number 2 the year of 2015". by Aina Jacob Kola.[3] The University of Nigeria. The research measured of teachers' qualification and its influence on students' academic achievement. This previous research uses the qualitative method as a research method. It uses seven indicators which are: educational background, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development as a reference. The research finds that Teachers' qualifications have an important effect on students' academic achievement. Because of teacher qualities is a key to force student achievement.

4. The thesis entitled "How Malaysian School Teachers View Professional Development an international journal Volume 7, Number 2 the year of 2011" by Jayakaran Mukundan, Vahid Nimehchisalem, and Reza Hajimohammadi. University Putra

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[3] Aina Jacob Kola. A Review of Teachers' Qualifications and Its Implication on Students' Academic Achievement in Nigerian Schools. Nigerian School: Nigeria. Open Science. *International journal Vol.7, No.2.2011*

Malaysia, Malaysia. [4]This study was conducted on a group of Malaysian Math and Science teachers to investigate the professional development needs. This research used quantitative research and survey as the research method. It was taken sample randomly in Ministry of Education in Melaka, a province in the south-west of Peninsular Malaysia. There are 82,4% respondents with high teaching experience, then the other teacher on 17.6% with the less experience. The result statistical test finds $X2(1, N=300) =144.213, p <.05$ it indicates that there is the significant result the teachers' in the less teaching experience towards their needs in professional development activities. The research found that many teachers view that progress on the pay-scale' as a not helpful way to encourage them in the part of the professional development program. Then the teachers with poor teaching experience expressed they are a higher need for professional development activities than those who have more experience.

5. The thesis entitled "Relationship between Teacher Factors and Student Achievement: 1A Correlational Study of Secondary Schools" international journal volume. 4, number 7 the year of 2014 by Syed Zubair Haider and Athar Hussain. Islamic University of Bahawalpur, Pakistan.[5] This study was conducted to

[4] Jayakaran Mukundan, Vahid Nimehchisalem, and Reza Hajimohammadi. How Malaysian School Teachers View Professional Development. University Putra Malaysia, Malaysia. The Clute Institute. *International journal Vol. 7, No.2, 2011*

[5] Syed Zubair. Haider and Athar Hussain. Relationship between Teacher Factors and Student Achievement: 1A Correlational Study of

know the relationship between teacher factors and learning achievement of secondary school children in Pakistan. This study used multiple statistical procedures a method. This population of the study is comprised of all "public sector" secondary schools, male and female teachers, and boy and girl students. A total number of 16 secondary schools (eight for boys and eight for girls), 114 secondary school teachers (66 males and 48 females), and 2,404 students (1,400 boys and 1,004 girls) were selected through purposive sampling techniques. The finding research of this previous research finds that teacher's age (-0.058/0.004), teacher's experience (-0.113/0.000), and in-service training (-0.079/0.000), there is negative correlation and the significance of the test is smaller than the 0.01 alpha level. So, there is a significant relationship between the factors and achievement although it is negative. Again, in the case of student's background, the correlation coefficient is 0.062 (0.002), which shows that the backgrounds of the students have a positive impact on student performance in the subject of Mathematics.

Because of those previous studies, the researcher tries to conduct another research that has little related to those studies. The similarity of this research with those previous researches is to explain the influences of teachers' pedagogical competence and Professional competence on the students' English achievement. Therefore the

differences between those precious studies and my research were in setting and participant, and the variable. This research is to know the influence of the teachers' pedagogical competence and their professional competence and the students' English achievement. Here the researcher uses two variables; those are teachers' pedagogical competence and teachers' professional competence.

B. Literature Review

1. Students' English Learning Achievement

    a) Students

Student is someone who is attendance at educational agency that's working under-study program. Students' status cannot begin any later than the first day of classes. Because of the academic record is the single most important record maintained by an educational agency.[6]

Learner is someone who tries to change their ability and skill trough education process. Learner is part of education that from society.[7]

Learner is child who accepts information from someone who called a teacher, tutor, or lecturer. Learner is object of

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[6] Ramirez. *Forepaw Clear and Simple the College Professional Guide to Compliance*, San Francisco : Jesse Bass. 2009. P. 29-31

[7] UU Republic of Indonesia no 2 year of 1989. *Indonesians' Educational System*. Verse 6 sections 1.

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educational process who accepts influent of any educational process that he got.[8]

Learners is part of education who attendant and working under-study program. They get influent from educational process and carry out the information that they got.

    b) Learning

Learning in the true sense of the world as a result of direct interaction with the external world begins as further development take place in the child's cognitive structure.[9]

Definitions of learning by H. Douglas Brown, Learning is the retention of information or skill that aims to change in behavior and involves some form of practice. Moreover, Learning is an acquisition to get retention implies storage system because memory cognitive organization relatively permanent that difficult forgot by the learner. Learning involves students- teacher active learning, focus on studying and acting upon events outside or inside the organism[10]

Learning is a process which is begun in making something to getting the result. It is related to concepts, ideas, and meaning which

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[8] Fatah Santoso, Sudarno Shobron, Yadi Purwanto and others. *Study Islam* 3.Surakarta: LPID. 2008.P.275

[9] Mukalel Joseph C, *Psychology on Language Learning. Offset Press*, Laxmi Nagar, Delhi-92: 2. 2003. P. 78

[10] H.D. Brown, *Principle of Language learning and Teaching,* (New York: Addison Wesley Longman, 2000) p. 8

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obtain through interaction with the environment which creates new action and meaning.[11]

Learning is more than memorizing and remembering something. Learning is a personal problem which is student get in the learning process. One important thing which has to be realized by the teacher is students have differences level in receiving and responding to new information. Out of the expectation, sometimes some students can create new idea than getting new information during the learning process.[12]

Goswami stated that learning is a process in a person's mental stability. Where the process is abstract and obtained through experience. The experience gained will be processed by the brain into memory which will be presented in the form of memory which will produce an output related to the memory. In this case, the environment will influence in forming of memory and mental things.[13]

There are five concepts of learning according to Pratt, 1992, p.204 is defined that learning has goals to increase students' knowledge and students' experiences. The student comprehends the knowledge as

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[11] James Patrick Barber. *Integration Of Learning: Meaning Making For Undergraduates Through Connection, Application, And Synthesis*, The University Of Michigan.2009 .p1

[12] The Nunavut Literacy Council, *Learning to Learn a Living Resource for Literacy Practitioners and Adult Educators*. National Literacy Secretariat: HRSDC Government of Canada and Nunavut Arctic College. 2004. P. 3.1.1

[13] Terence Lovat, Kerry Dally et. *Values Pedagogy and Student Achievement*. (London New York: Springer Science Business Media, B.V. 2011)P.50

the acquisition of learning education will enrich well. Then memorize it as a base of the foundation of learning.

c) Language learning

Learning is abstract, there is no specification to explain the meaning of learning because it is abstract and you should practice getting the journey than you know what the definition of learning. Learning also has aims which will make students' more aware and understanding the authenticity.[14]

Learning is a process of transferring some information or knowledge. In this situation, learner gets the experience and knowledge. Student development in responsibility, initiative, making the decision, and intentional learning it can take trough student active

Learning English at the junior high school is as a stage for developing skills and knowledge in English with the following aims: to make student interest with English, then to facilitate students in communicating in a simple way. Beside of these students learn to speak English correctly and fluently. In other that students can learn and enjoy in the simple poem in English. Students also learn to write the word correctly and translate common English word and sentence. Then they can acquire the knowledge of the elements of English for practical common of the knowledge.[15]

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[14] Eric Jan and Rebeca. *The Meaning of Learning and Knowing*, Netherlands: Sense Publisher. 2010 P. 2

[15] B.R. Parida. *Improving English Teaching Role of Pushy-socio Factors.* New Delhi: House 2017. p 15

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Language learning is defined how the language will understand to the student well. Language is part of the aspect of education. This aspect is seen from teaching and learning, How to teach vocabulary, write and speak in English, how motivation in learning affects students. While playing, students can work on assignments and master language learning. Language learning also has an educational goal that is to develop students' ability in language well. [16]

Learning a language is transferring the English knowledge about vocabulary and how to express the English language is used. Language learning is a part of the biological growth because language learning it is organized by force to learn that is not created naturally by the learner.[17]

Learning a language is mainly how to imitate the language. You just like a child who imitates everything to learn a second language. To support the second language learning should be more like the first language. It needs spontaneous to uses the second language without seeing any grammatical rule. Then the teacher uses oral communication between teacher and student to build student active learning. The teacher asks students to memorize vocabulary that was thought and asks the student to make short sentence then correcting students' task that emphasized on students' pronunciation and grammar.[18]

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[16] Guy Cook. *Language Play, Language Learning*, New York: Oxford University Press. 2000. P. 155-156

[17] Mukalel Joseph C, *Psychology on Language Learning.* New Delhi: Offset Press. 2003. P. 76-79

[18] H.D. Brown, *Principle of Language learning and Teaching,* New York: Addison Wesley Longman, 2008. P. 35-48

Learning language is action to transferring the knowledge. It is not only about memorizing, but the learner should also understand how to uses a language and the pattern to arrange a sentence they should be more like the first language. It needs a teacher who comprehends more in English to correct the learners' mistake.

d) Achievement

Students' achievement is the result of learning which produces knowledge and skill. The variable of students' achievement is obtained from student score which is taken from student examination.[19]

Achievement becomes a standard for student succeeding learning results. It creates a learning target which will give a level to a student.[20] It means that students who succeed in their learning are students who get a good score.

Success learners are students who have the fluency of knowledge and talent in their specific field. Also, they know what should they in learning activities. They can manage their time effectively and plan some strategies well in the learning process. They are aware that learning and motivation are related. They believe that motivation can improve their skill and knowledge [21]

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[19] Engin Karadağ. *The Factors Affecting Student Achievement Meta-Analysis of Empirical Studies*. Switzerland; Springer Nature.2017. p. 17

[20] Robbert M. Hauser, Brett V. Brown and Willam R. Prosser. *Indicators of Children Well-Being*. New York: Russell Sage Foundation , 1997. p.208

[21] Myron H. Dembo. *Motivation and Learning Strategies for College Success*, Lawrence Erlbaum Associates. London. 2004. P.3,4

Taylor (2000) in African High School has observed what students' problems in getting a good achievement. Those are 31% student said that they got trouble to ask the teacher for helping something because they were embarrassed. That 24% said that they were decreasing support from their teacher. And then 18% said that there is no parent involving to support their learning activities at home and their parent didn't have enough time to help their children in working the task. Also, 13% student felt that they didn't need for a school that means they didn't seriously take some awareness from their school so they haven't cared about their term of score and achievement. The last 11% said that argue and crime were influencing their school activities. [22] It means that students problem in their achievement is caused in any aspect. They are unconfident with their self, decreasing support from their teacher and parents, they feel that education is not important for their life, and there are crimes in their school.

Achievement is a result of the student learning process which will make the student more exciting in the learning process. Student success learning is the aim of teaching-learning activities. What students' get in the learning process is reflected from their score and attitude which is reported on students' measured test.

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[22] Barbara L-Mccom and Lynda Miller. *Learner-Centered Classroom Practice and Assessment, Maximizing Student Motivation, Learning, and Achievement*. California: Thousand Oaks. 2007. p 80.

e) Achievements' Factors

According to Brown, there are two factors determining students' success in learning the language: The first is an intrinsic factor: personality factors that contribute in some way to the success of language learning such as self-esteem, risk-taking, anxiety, extroversion, motivation, and attitude. And the second is an extrinsic factor, which is influenced by students' socio-culture. It means in the English learning process the student not only bring the language but also the culture of the English language. And the intrinsic factor can be described as follows:

a. Self-esteem

Self-esteem is a personal judgment of worthiness which is expressed in the attitude which is individuals hold toward in them.

b. Risk Taking

Risk taking is an important characteristic of English success learning. The learner has to gamble a bit and took to practice the language and take the risk of being wrong.

c. Anxiety

Anxiety was becoming the strong factor in successful learning because it is closely related in competition. Competition sometimes can motivate the student to be more active in class and study hard

d. Motivation

Motivation is probably used in explaining the success or failure of something. It is claimed that in second language learning,

the learner will be successful with the proper motivation. The learner with high motivation will make some efforts to achieve his purposes. Motivations have two elements, as follows:

1) The first is intrinsic motivation, it has occurred from individual own inner world. In this case, the student tries to drive their emotional. They are expected to display behaviors such as volunteerism, willingness and making a choice, Therefore, these actions usually generate intrinsic results as personal experiences which is have a meaning for the individual. A study underlining the importance of intrinsic motivation indicated that students will learn a topic easier.

2) The second is extrinsic motivation, it is from external sources. It is mean that students are not motivated by their self, but rather they are motivated by the benefits that this action brings, such as rewards, punishment, and social support. Teachers and parents have an important role in giving support and attention more as extrinsic motivation.[23]

e. Attitudes

Attitude is some habit which is created in childhood. It forms of parents' activities and influenced by contact with people

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[23] Engin Karadağ.*The Factors Affecting Student Achievement Meta-Analysis of Empirical Studies*, (Turkey: Springer International Publishing AG 2017).P.36

who are different in any number of ways as a factor in the human experience.[24]

The way to improve student achievement is giving closest contact with their student. It helps the teacher to manage their student that giving motivation. It can obtain student expectation that they were felt full in teacher caring. They have the perception that teacher motivation has an impact on their activities. The student may learn effectively then they were confident in their work. Closest contact also helps the teacher to observe their learner well and builds intensive interaction between teacher and student to obtain student talent.[25]

Factors of achievement can influence the success of learning activities. Those factors are influence about giving stimulus in teaching learning as motivation and closest contact and organize the class effectively.

2. Teacher

The teacher is someone who has the job as an educator who has the primary task of teaching, leading and giving evaluation adjusted with student level. Beside those tasks teacher also has responsibilities to exercise and assess student activities in their learning[26]

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[24] H.D. Brown, *Principle of Language Learning and Teaching,* New York: Addison Wesley Longman, 2000. 2007 P.142-160.
[25] Barbara L-Mccom B.S. and Lynda Miller. *Learner-Centered Classroom Practice and Assessment, Maximizing Student Motivation, Learning, and Achievement*, California:Thousand Oak 2007. p 49&81
[26] UU Republic of Indonesia no 14 the year 2005, *Teacher and Lecturer*. Section 1 verse 1

Teacher is someone who has a big role in education educational process. She/he has the biggest responsibility in forming students' personality. She provides a good attitude that will be imitated for their student. Teacher should be aware that they as a role model for student. She/he must have professionalism in carrying out the obligation in each occasion whether she/he in trouble or happy. So, teacher is called a mirror that describes her/his personality that gives an idea of the right way. [27]

Educator in UU republic of Indonesia no 20 the year 2003 in section 1, 40, and 42 has defined that teacher is someone who has an educational background as a teacher or instructor. Educators carry out their duties by conducting education, assessment, and administration in order to support the education process and as their devotion to the community. The also should have skills and healthy in good to realize the educational goals and create students achievement.[28]

Teacher is one of the important persons in educational success. Teachers' involvement is played an impact on education qualities. On the other hand, teachers' innovative, progressive, and productive will give an effect on the quality of educational institutions. The teacher has a role and responsibility towards his students. Teachers are not only being a leader for the student to seeking knowledge, but he also is a

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[27] Eric Jan and Rebeca. *The Meaning of Learning and Knowing,* Netherlands: Sense Publisher. 2010. P2

[28] The UU Republic of Indonesia no 20 the year 2003. *National Education System*, Section 1 verse 6

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source of inspiration and motivation for students, then it will be the strength for students in pursuing their big dreams in the future.

3. Competence

Competency is persons' authority and skill in carrying out his work in accordance with his position. Then the emphasis on the authority and ability of a person is to carry out the tasks within an organization and private institution professionally.[29]

Competence is defined as the human ability to perform his task. Competence is depended on human knowledge and capacity because the knowledge and capacity are both necessary for competence. Knowledge depends on the intellectual capacities which can improve human knowledge. Capacity is defined as individuals' ability in mental and physical.[30]

Competence is a gathering of knowledge, behavior, and skills obtained from education, training, and independent learning from existing learning resources. Competency has the aim to improve the quality of learning and education. Competence is related the human performance that has the function to improve the good performance of the employees [31]

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[29] UU of republic Indonesia no 14 the year of 2005. *Teache*r *and Lectures*, section 1, verse 10. P 16

[30] Becky Cox White. *Competence to Consent,* Washington DC: Library of Congress cataloging in publication data.1994.p 44-46

[31] Jejen Musfah. *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Praktik, Jakarta: Kencana*. 2011. P.27-28

Competence is a balance between the components of skill, ability, and knowledge in real life situation competence refers to those components that are required into success work.[32]

Competence is defined as individuals' performance underlying his knowledge and ability to do something than to get something. Competence is depending on a person's ability to balance their work between skill, ability, and capacity.

4. Pedagogical Competence

Pedagogical competence is teachers comprehend in their teaching activities. Teachers' knowledge of their experience in their class is seen by how they organize and manage their class effectively. [33]

Pedagogical competence is always related to the learning process. Pedagogics include pedagogically regulates curriculum, assessment, and classroom management can influence learning in the classroom. The teacher's pedagogic of knowledge should develop at any time in accordance with the progress of the science of doubt and technology in order to create the success of the educational process.[34]

Pedagogical competence is part of the knowledge to teach. Pedagogic consists of analyzing the contents of the knowledge to be

[32] Johannes Hartig. *Assessment of Competencies in Educational Context*, Canada: Hogged & Huber publisher 2008.p.70

[33]J.A Baxter and A.N Lederman. *Examining Pedagogical Content Knowledge the Construct and Its Implication for Science Education,* New York: Cooperation with an Association for the Liberation of the Teachers' Science 2005. p.148

[34] Katy Hall *Pedagogic and Practice culture and Identities*, Lose Angles: Sage Publication 2008.p.5

taught and the teaching activities. Pedagogic also consists of several effective teaching activities, it is including the selection of learning materials, selection of teaching methods and techniques, conducting evaluations during and after the teaching-learning process and being objective to all students.[35]

Pedagogical competence means the theory and practice of teaching. Pedagogic is blending between teaching practices with learning theory (learning material). Pedagogical connects teaching actions with culture, structure, and social control mechanisms. Theory and the practice of teaching is a good aspect to develop teachers' implementing in teaching activities.[36]

Pedagogical competence is called the knowledge and performance of teaching. Pedagogics is a part of teaching because it includes pedagogically regulates curriculum, assessment, and classroom management.

5. Professional Competence

Professional competence is defined as teachers' practical and experimental knowledge. A teacher is already to have many technical and scientific terms. Teachers' professionalism has the central project to become one redefining of knowledge as a base for teaching. The basic

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[35] Monika Davar. *The teaching of Science*. , New Delhi: PHI Learning Private Limited. 2012. P.25

[36] Katty Hall, Patricia Murphy, and Janet Soler. *Pedagogy and Practice: Culture Identity*, London : Sage Publication.2008.p.3

knowledge is consisting of teacher knowledge, skill, understanding, and technology, ethics and disposition of collective responsibili**y**.[37]

UU republic of Indonesia no 14 the years of 2005 is defined that professional competence is doing something that needs ability and comprehension more to get the result. Then it has some standardization as the acquirement[38]

Professional competence is a part of knowledge and skill. How the teachers' masters the material then it is used in the learning process. Professional competence is the common element in learning because if the teacher understands well the material being taught, it allows forgives the right information about the lesson.[39]

Professional competence includes two things. They are teacher's specialist and teacher's professional virtues which associated to trust, collegiality, and service. Those systems are the concern with teacher service, responsibility, and their intensive work that has certification as their compensation.[40]

Professional competence is teachers' practical and experimental knowledge. As an educator who delivers knowledge becomes the main

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[37] Ivor F.Goodson, Andy Hargreaves. *Teachers' Professional Lives. France:* Taylor & Francis e-Library, 2003). P.5-6

[38] Republic of Indonesia no 14 the year 2005. *Teacher and Lecturer.* Section 1 verse 4

[39] Talis. *Supporting Teacher Professionalism Insights from Talis* 2013.Paris: OECD, 2013. P.32

[40] Michael Apple. *Changing Teacher Professionalism International trends, challenges and ways forward*. USA & Canada : Rout ledge 2009).P.3& 56

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factor for determining students' achievement, a teacher needs a professional aspect to maintain their comprehensions in teaching.

6. The teachers' pedagogical competence

According to Standard Education National (2006;88) in Musyafah (2011; 30) competence is defined as the teachers' ability to manage the students learning which includes the understanding of education, understanding of students, developing curriculum, designing learning, implementing learning, evaluating and developing potential students.[41]

Pedagogical competence is teachers' ability to design and build a lesson. It is related to teachers' learning material, teachers; comprehend in students' characteristics, and teachers' experience in the learning process. The teacher needs to master teaching techniques so the study always stimulates creatively and it gives a positive impact on student thinking.[42]

Pedagogical content knowledge is the information on teacher skill to teach one's subject field. It has become one's factor that decides the explication of the teacher pedagogical knowledge. It is claimed that

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[41]Jejen Musfah. *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Praktik,* Jakarta: Kencana. 2011. P.31

[42] Aan Komariah, Taufani Kurniatun, Dedi Kurniady. *Educational Administration Innovation for Sustainable Development*. London: Balkema. 2018 P.198

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teachers should have intuitive, and the practice of know-how and also the technique of teaching[43]

Pedagogical competence is defined as the ability of a teacher to manage lessons related to teaching theory and how to practice in teaching. This ability is needed to guide and provide a teaching-learning process that directed.[44]

Teachers' pedagogical competence is called as teachers' ability implementing in teaching. Because of they are comprehended to design and build the lesson. They know how to massage the material well.

7. The teachers' professional competence

According to Standard Education National (2006;88) in Musyafah (2011; 30) professional competence is defined as the ability of teachers to mastery the learning materials in widely and deeply, it is including the concepts and scientific methods, teaching materials in the curriculum, the relationship of the concepts of related subjects, the application of scientific concepts, and the existence of professional competition in accordance with our norm of the culture[45]

Teacher professional competence means that the teacher has to maintain his public's school, especially with parents and students. The teacher should carry out with the differences in social environment.

[43]Ivor F.Goodson, Andy Hargreaves. *Teachers' Professional Lives.,*(France: Taylor & Francis e-Library, 2003). P.6
[44] Abdul Khadir Sahlan. *Mendidik Perspektif Psikologi*. Yogyakarta: Depublisher.2018 p. 103
[45]Jejen Musfah. *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Praktik, Jakarta: Kencana*. 2011. P.31

Teacher appreciates with student' different background which includes student gratitude age, ethnicity, and biography. Responding to around it also includes an appreciation of the fact that individual, knowledgeable and self-confident are educational needs [46]

Professional competence not only means teachers' mastery of material broadly and deeply which includes mastery of material but also teachers' mastery of the structure and methodology of science. Teachers also need to carry out their duty and function as a teacher well. [47]

Teachers' professional competence is teachers' masters in teaching learning. Because of they are not only mastery the material well, they also mastery in teaching activities.

8. Correlation between Variable X1(pedagogical competence) ,X2 (Professional Competence) to Y (students' English Learning Achievement)

   a. The Influence of the Teachers' Pedagogical Competence on the Students' English Learning Achievement

   According UU Republic of Indonesia no 14 year of 2005 states that teachers should have four competences there are pedagogical competence, personal competence, social competence, social competence, and professional competence. Its mean as an educator they

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[46]Michael Apple. *Changing Teacher Professionalism International Trends, Challenges, And Ways Forward*. (USA & Canada: Routledge 2009) P.9

[47]Abdul Khadir Sahlan. *Mendidik Perspektif Psikologi*, Yogyakarta: Depublisher.2018 p. 104

should have competency of pedagogical as a competence of mastery to massage the material.[48]

According Ali Mudlofir (2014:77) there are four competences of generic teaching competencies in implementing teaching. Firstly teacher should arrange the lessons plan. Then the second they are implement the teaching activities by leading and managing class. The third they should to assess and evaluate the teaching learning process. Then they should mastery the learning material well.[49]

A qualified teacher is a teacher who cares and maintains in the learning process, she/he makes good interaction with all students. She/he also has experience in the learning process so the students can receive material information delivered by the Teacher effectively and efficiently. Teacher who has good quality in pedagogical competence, it is expected to improve students' English learning achievement.

b. The Influence of the Teachers' Professional Competence on the Students' English Learning Achievement.

According UU Republic of Indonesia no 14 year of 2005 states teachers should have four competences there are pedagogical competence, personal competence, social competence, social competence, and professional competence. Its mean they should have

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[48]UU Republic of Indonesia no 14 the years 2005.*Teacher and Lecturer*. Section 1 verse 4

[49]Ali Mudlofir. *Pendidik Professional Konsep, Strategi, dan Aplikasinya dalam Peningkatan Mutu Pendidikan Indonesia*. Jakarta: Rajawali Press. 2014.P.77

professional competence as requirements as an educator in the teaching learning process. [50]

According Ali Mudlofir (2014:82) states a professional teacher is a teacher who is doing teaching well with has professional competence in teaching process. She/he is not only mastered the learning material well, but also she/he has skills in teaching. So teaching learning will be effectively and efficiently. These skills include the ability to open and close learning. Teachers' abilities in explain the material. Then she/he has asking skills. She/he has skills of giving reinforcement and skills in using media. She/he has skills to guide discussion. She/he also has skill to make variations in learning and teaching in group.

Teacher has a role in education process. She/he should has qualifies as a teacher. She/he also should have experience more in the learning process so the students can receive material information delivered by the Teacher effectively and efficiently. Teacher who has professional competence, it is expected to improve students' English learning achievement.

c. The Influence of The Teachers' Pedagogical Competence and Professional Competence on the Students' English Learning Achievement

According UU Republic Indonesia No. 41 year of 2007 concerning Standards Process for the Secondary states that teachers' work is covering of the main activities there as follows: (1) arrange

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[50] UU Republic of Indonesia no 14 the years 2005. *Teacher and Lecturer*. Section 1 verse 4

lesson plan for teaching learning; (2) carry out learning; (3) assess learning outcomes; (4) guiding and training students; (5) carry out additional tasks[51]

Pedagogical competence in the UU Republic of Indonesia 16 the year 2007 standard academic qualification and competence of teachers ' is defined as teachers' ability to understand the characteristics of the students. Then they can increase their learning material appropriate the standard of the curriculum. Teachers make evaluation and assessment during the and after teaching-learning. They also are able to utilize technological progress and information as effective tools and teaching materials.[52]

Professional competence in UU republic of Indonesia no 16 the year 2007 about academicals qualification standard and competence of teachers' is defined as the teacher should master in basic competence and standard competence. The teacher also more understands with their teaching-learning material. Then they are able to develop their creativity and utilize the technology as a tool[53]

The success or failure of any learning activity depends on how mastery of the material. How educative interactions can take place and the ways of communication is created a good atmosphere. It can be concluded, that teacher has big role of educational process. Teacher

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[51] UU Republic of Indonesia no 41 year of 2007 *Standards Process for the Secondary*. P.4-12

[52] The UU Republic of Indonesia no 16 the years 2007. *Standard Academic Qualification and Competence of Teachers*. P.18

[53] UU Republic of Indonesia no 16 the years 2007. *Standard Academic Qualification and Competence of Teachers*. P. 21

who has pedagogical and professional competencies of might influence on the students' English learning Achievement.

It can be represented as follows:

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┌─────────────────────────┐
│  Teachers' pedagogical  │ ╲
│    competence (x₁)      │  ╲
└─────────────────────────┘   ╲      ┌──────────────────────┐
                               ╲     │  Students' English   │
                               ╱     │   achievement (Y)    │
┌─────────────────────────┐   ╱      └──────────────────────┘
│  Teachers' professional │  ╱
│    competence (x₂)      │ ╱
└─────────────────────────┘
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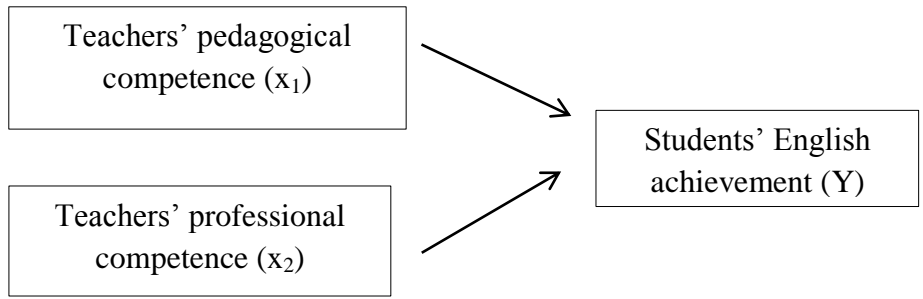
C. Hypothesis

The hypothesis is the temporary assumption variety of problems in collecting the data.[54] The hypothesis is a general assumption that should be tested between two variables or more: X variable and Y variable, to find the correctness or temporary assumption to research problem.

In conducting this research, the researcher proposed that there is a possible hypothesis: there is the influence of the teachers' pedagogical and professional competence on the students'' English learning achievement.

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[54] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2010), p. 110.

CHAPTER III
RESEARCH METHOD

This chapter discusses research approach, research setting, population and sample, variables and indicators, data collection technique, and data analysis technique.

A. Research Approach

This research approach used quantitative research as a method. Quantitative method is a research method that research data in the form of numbers and analysis using statistics.[1] It was because the analysis of the study was stressed on the numerical data processed statistically. This research focused on the influence of the teachers' pedagogical competence and professional competence on the students' English learning achievement. The researcher used statistical analysis linear regression two variables to calculate the numeral data. The result of data analysis was to find out the influence the teachers' pedagogical competence and professional competence on the students' English learning achievement.

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[1] Sugiyono, *Metodologi Penelitian Pendidikan, (Pendekatan Kuantitatif, Kualitatif,dan R&D*), Bandung: Alfabeta, 201, p. 7

B. Time and place

This research was conducted on 14 December 2018 SMP Muhammadiyah Karangrayung Grobogan in the Academic year of 2018/2019.

C. Population and Sample

1. Population

Arikunto said that population is the whole of the research subject.[2] Someone who wants to examine all elements in the research area it is called a population. This research was conducted at SMP Muhammadiyah Karangrayung Grobogan that there are 146 students as a population.

2. Sample

The sample is a part of the population that will be observed, whose character can represent and describe the real population.[3] This used convenience sampling where the researcher is free to choose student as her sample. According to Marzuky (1995:51) in Sunyoto (2013: 130) the formulate as follows :

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[2] Arikunto, *Prosedur Penelitian*, *Jakarta*: Rineka Cipta, 2013, p.173
[3] Danang Sunyoto, *Kuesioner & Analisis data*. Jogjakarta: Graha Ilmu. 2013. P.130-131

$$n = \frac{N}{N(d)+1}$$

Where :

N: population

n: the number of population that used

d: the accuracy

The researcher calculated sample by using formulate :

$$n = \frac{N}{N(d^2)+1} => \qquad n = \frac{146}{146(0,1^2)+1} = 59,34 \text{ it is}$$

become 60 student as a sample.

Table 2.1

Sample Students of SMP Muhamamdiyah

Karangrayung.

No	Class	Number of students	calculation	Sample
1	VII.A	27	$\frac{27}{146} \times 60$	11
2	VII.B	27	$\frac{27}{146} \times 60$	11
3	VIII.A	21	$\frac{21}{146} \times 60$	9
4	VIII.B	21	$\frac{21}{146} \times 60$	9
5	IX.A	25	$\frac{25}{146} \times 60$	10

6	IX.B	25	$\dfrac{25}{146} \times 60$	10
	TOTAL	146		60

Finally, from calculating above the researcher take 60 students as a sample from 146 students of SMP Muhammadiyah Karangrayung. The researcher toke 11 students' randomly from fifth class A, and B, then take 9 students from eighth class A, and B; randomly from A nine class A, and B.

D. Variable and Indicator

According to Sutrisno as cited by Arikunto, the variable is the object in a certain group which has variation among those that becomes the concern of research.[4] There are two types of variables in this research:

1. Independent Variable (X)

Sugiyono states that independent variable can be called stimulus, predictor or antecedent. Independent variable influences the dependent variable. It is the cause of change or existence the dependent variable. In this research, the researcher used two variables. There is teachers' pedagogical competence as the variable (X1), and teachers' professional competence as the variable (X2). This research, the researcher used the questionnaire to measure variable X1, and X2. The researcher used UU republic of Indonesia no 16 the years 2007

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[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT Rineke Cipta, 2010, p. 159

about standard academic qualification and competence of teachers as a reference to make the questionnaire, because it was appropriate with the aspects teachers' pedagogical competence and professional competence that became the variable X1, X2 of this research.

2.   Dependent Variable (Y)

The dependent variable is influenced or become affected by the independent variable.[5] The dependent variable of this research was the students' English learning achievement (Y). The researcher used the students' report to measure students' English learning achievement.

Determination of attributes and indicators and operational definitions of the variables is used in this study can be seen in the following table.

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[5] Sugiyono, *Statistik untuk Penelitian*, Bandung: Alfabeta, 2008, p.4

Table 3.1

Variables	Dimensions	Indicators	Questions' Number	Number of questions
Teachers' pedagogical competence (X$_1$) Ali Mudlofir (2014:77) there are four competences of generic teaching competencies in implementing teaching. Firstly teacher should arrange the lessons plan. Then the second they are implement the teaching activities by leading and managing class. The	Teacher masters in the students' characteristics	1. The teacher understands the students' characteristics	1	1
		2. Teacher identifies students' potential in learning activities	2	1
			3	1
		3. Teacher identifies students' difficulties in learning		
	Teacher masters in the learning concepts and the principles of educative learning	1. The teacher understands the several concepts of learning and the principles of educative learning	4	1
		2. Teacher applies several creative methods to teaching-learning	5	1
	The teacher develops the curriculum related teachers' subject field	1. The teacher determines and delivers the aims of learning	6	1
		2. The teacher chooses the material which	7,9	2
			8,	1

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third they should to assess and evaluate the teaching learning process. Then they should mastery the learning material well		adjusts the learning aims 3. Teacher organizes the material which adjusts students' characteristics		
	Teacher operates the educative learning	1. Teacher develops arranges to learn design completely. 2. Teacher implements the educative learning 3. Teacher takes the precise decision in each conditional teaching	9 10,14 23,	1 2 1
	Teacher utilizes the technology of information and communication for leaning significantly	Teacher utilizes technology in learning activities	11,14	2
	Teacher supports students' potential advance by giving learning facilities	Teacher gives some activities for supporting students' achievement	15	1
	The teacher uses effective communication and polite language in their teaching	1. The teacher uses effective communication and makes interactive communication	17,35	1

	activities	with students		
	Teacher makes assessment and evaluation in Student learning activities. Then he utilizes the assessment result to increase learning quality.	1. The teacher determines the procedure of the students' assessment and the evaluation learning result 2. Teacher makes an administrative of students' assessment and students' evaluation which related to the instruments 3. The teacher uses assessment and evaluation for giving remedial 4. Teacher involves students' parent to evaluate students' assessment	13,16 19 21 20	2 1 1 1
	Teachers conduct reflective action to increase their ability in teaching-learning	1. Teachers do self-reflection after teaching-learning activities 2. Teacher utilizes self-reflection to improve their learning material.	18 22	1 1

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Teachers' professional competence (X_2)	Teacher comprehends the material, structure, and concept of English learning	Teacher comprehends in their learning material.	24,25,29	3
Ali Mudlofir (2014:82) states a professional teacher is a teacher who is doing teaching well with has professional competence in teaching process. She/he is not only mastered the learning material well, but also she/he has skills in teaching. So teaching learning will be effectively and efficiently.	Teacher masters in the basic competencies and the indicators of curriculum	1. The teacher understands the basic competence of their subject field	26,35,35	1
	Teacher enhances the English material creatively	1. The teacher chooses learning material which adjusts students' ability	27,28	2
		2. Teacher improves their learning material creatively	31,32,38, 41,42	5
	The teacher is doing self-reflection for developing their professionalism	1. Teachers do self-reflection in their performance routinely to improve their professionalism	33,43,44,45, 39,40	6
		2. The teacher keeps up the periods as a learning resource	34,37	2
	Teacher utilizes the technologies of information and communication	1. Teacher utilizes technology as a communication tool	30	2
		2. Teacher utilizes	45	2

These skills include the ability to open and close learning. Teachers' abilities in explain the material. Then she/he has asking skills. She/he has skills of giving reinforcement and skills in using media. She/he has skills to guide discussion. She/he also has skill to make variations in learning and teaching in group	to develop their selves	the technologies of information and communication to develop their selves		
TOTAL			45	45

E. Data Collection Technique

This research used questionnaire and documentation as techniques to collect the data.

1. Questionnaire

According to Arikunto, the questionnaire is written questions which are used to gain information from respondents. There are two types of questionnaire: there are opened questionnaire, and a closed questionnaire. Opened questionnaire: the respondent can answer the questions using their own sentences. Closed questionnaire: the respondent can directly choose the appropriate answer.[6]

In this research, the researcher used close questionnaire. The close questionnaire is used to know the influence of the teacher's pedagogical competence and professional competence on the students' English achievement. The statements in the closed questionnaire used Likert scales 1-5, namely the gradation of answers from strongly agree to strongly disagree. The research variables were obtained from the sum of the respondents' answer scores which consisted of several statement items to obtain data. The score of the data as follows:

Strongly agree : 5

Agree   : 4

Rather agree : 3

Disagree   : 2

Strongly disagree : 1

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[6] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta,**p.** 236

2. Documentation

Documentation method is intended to find data on manuscript, book, magazine, newspaper, epigraph, and agenda.[7] In this research, the researcher used students' rapport to get the data about student's English achievement. The questionnaire data, students' report score are seen in Appendix 1,2,3.

3. Data Analysis Technique

The data analysis method used in this research was quantitative analysis. Quantitative is concerned with the number follow[8]:

a. Regression analysis

Regression analysis used to know how the influence of independent variables on depended variables is. This research used multiple analysis linear regression as a statistical method because the researcher uses two variables. In this study regression analysis is carried out by direct regression to know the influence of the teachers' pedagogic competence (X1) and professional competence (X2) on the students' English achievement (Y).

The researcher used two variables linear regression analysis technique with the following:

$$Y = a + b1X1 + b2X2$$

$\hat{Y}$: Projection dependent variable

X_1 : Predicted independent variable (X_1)

[7] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta p. 135

[8] Mathew B. Miles and A.Michael Huberman, *Qualitative Data Analysis*, (California: Sage Publication, 1994),p.12

X_2 : Predicted independent variable (X_2)

a   : Constanta value of Y if X = 0

b   : Predictor

b. Test Model

    1) Adjusted R Square Test

    Determination coefficient or Adjusted R Square test is used to know how many percents the influent of the variables. These percentages are able to illustrate how many percents that influences the variable X1 (teachers' pedagogical competence), X2 (teachers' professional competence), and Y (student' English achievement).

    2) T-Test (Partial)

    T-Test basically is used to shows how far the influence of one independent variable individually in explaining the variation of the dependent variable. Testing through T-test is done by comparing T count with t table at alpha = 5% (0.05). The ways to test the method as follows:

    a) Ho: b = 0 there is no significant influence on the independent variable on the dependent variable

    b) Ha: b> 0 there is a significant effect of the independent variable on the dependent variable

    With the following criteria

    a) The real level is 0.05

    b) If the P value is <0.05, the hypothesis is accepted

    c) If the P value is> 0.05, then the hypothesis is called

3) Relevance the Instrument Test

A research instrument is a tool used to measure natural and social phenomena observed by the researcher (Sugiyono 2008). The instruments in this study were questionnaires. The instrument of the research is very crucial in determining the quality of research results. A good instrument must fulfill two important requirements, namely valid and reliable (Arikunto 2006)

There are two things that must be tested in the relevance of an instrument, can be described as follows:

a) The validity of the instrument

Validity is a measure that shows the level of validity of an instrument. A valid instrument has high validity. Conversely, instruments that are less valid mean that they have low validity (Arikunto 2006).

The formula of validity:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{n \sum X^2 - (\sum X)^2 (n \sum Y^2 - (\sum Y)^2)}}$$ as follows:

r = correlation coefficient of two variables X and Y

X = Independent variable

Y = Dependent variable

The calculation result of r_{xy} is compared with r of product moment by 5% degree of significance. If $_{xy}$ is higher than r table, the item of question is valid. If r_{xy} is

lower than r table, the item of question is not valid (Hadi, 1993: 64).[9]

b) The reliability of the instrument

Reliability shows an instrument that used as data collection tools can be trusted because that instrument is correct. The instrument that used to measure reliability is Alpha formulas (Arikunto, 1989:164).[10]

$$r_a = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum ab^2}{ab^2}\right]$$

r_a : Reliabilities the Instrument

k: a total of questions

$\Sigma \sigma_b^{\,2}$: Total of the items' variant

$\sigma_t^{\,2}$: Variant Total

To find out the reliability of the instrument the researcher used Alpha r with Cronbach Alpha r of 0.6. The variable is reliable when the results of the Alpha r > 0,6 means that the reliability of the instrument was valid or reliable.

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[9] Danang Sunyoto, *Teori, Kuesioner, Analisis Data*, (Yogyakarta: Graha Ilmu, 2013), p. 132-133.

[10] Danang Sunyoto, *Teori, Kuesioner, Analisis Data*, (Yogyakarta: Graha Ilmu, 2013), p. 133.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter the researcher presents the finding research that related teacher' pedagogical competence and professional competence on the students' English learning achievement at SMP Muhammadiyah Karangrayung Grobogan in the Academic Year of 2018/2019, and limitations research.

A. The Influence of the Teachers' Pedagogical Competence on the Students' English Learning Achievement

From the analysis result, the researcher found that there is a significant influence on the teachers' professionalism on the students' English achievement. On the other hand, it can be seen as a confirmation that teachers' ability in implementing teaching has an influence on students' learning outcome. It can be approved by the hypothesis test result with the significance value $0.000 < 0.05$. It means that the hypothesis is accepted.

Teachers' pedagogical competence can influence students' English achievement, it approved by the result of the analyzing the data and the value of count is 3.834 with a significance value (Sig.) of 0.000. Tcount (3.834)> t table (2.002) then it can be stated that Ho test is rejected and Ha test is accepted which means that the teacher's pedagogical competence has a significant influence on students' learning outcomes in English.

The results of the regression equation shown that the results of table coefficient are $Y = 29.309+0.403X1$. Constant values indicated that if the teacher's pedagogical competency variable is assumed to be vague, the student learning outcomes value is 29.309 points. The teacher's pedagogical competence variable coefficient is 0.403 points, which means that when the quality of the teacher's pedagogical competency increased 1 point, the student's English language learning outcomes increased also by 0.403 points.

Based on the description above, the researcher concluded that to obtain satisfying students' English learning Achievement, it is necessary for teachers who are qualified or competent in managing to learn well, therefore it is important that a teacher should have the pedagogical competencies.

The analysis result test of teachers' pedagogical competence on the students' English achievement' can be seen in the table below (4.1).

Table 4.1

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29,309	4,343		6,749	,000
	Pedagogical Competence	,272	,071	,403	3,834	,000

The hypothesis analysis approved that there is a significant influence of variable X1 to dependent variable Y. Then the research approved the validity and reliable of the instrument teachers' pedagogical competence

1. The validity of the instrument

The researcher used SPSS 16.0 to test the validity of the instrument with 60 respondents. The results are as the following.

a. R > 0.254 (valid)

b. R < 0.254 (invalid)

Table 4.2

The validity of teachers' pedagogical competence

No.	Item	R	Validity
1.	Q1	O.532	Valid
2.	Q2	0.388	Valid
	Q3	0.414	Valid
4.	Q4	0.522	Valid
5.	Q5	0.675	Valid
6.	Q6	0.592	Valid
7.	Q7	0.652	Valid
8.	Q8	0.369	Valid
9.	Q9	0.656	Valid
10.	Q10	0.455	Valid
11.	Q11	0.523	Valid
12.	Q12	0.388	Valid
13.	Q13	0.414	Valid

14.	Q14	0.522	Valid
15.	Q15	0.675	Valid
16.	Q16	0.592	Valid
17.	Q17	0.393	Valid
18.	Q18	0.292	Valid
19.	Q19	0.448	Valid
20.	Q20	0.479	Valid
21.	Q21	0.540	Valid
22.	Q22	0.488	Valid
23.	Q23	0.333	Valid

The value of R table > 0.254 means that the instrument is valid. From the table above, the research found the values of R is higher than the value of the table. It can be stated that the instrument is valid

2. The reliability of the instrument

The researcher used SPSS 16.0 to test the reliability of an instrument with 60 respondents. The result as followed.

a. Alpha > 0.6 (valid) reliable.

b. Alpha ≤ 0.6 (Iinvalid) Unreliable

54

Table 4.3

Reliability Statistics

Cronbach's Alpha	N of Items
.861	23

The reliability of an instrument can be seen from alpha values. If the alpha value is more than 0.6 it is stated that the instrument is reliable. Because the results of the statistics show the value 0.883, it means that the instrument is reliable.

B. Teachers' Professional Competence on the Students' English Learning Achievement

The researcher found there is a significant influence of the teachers' professional competence on the students' achievement. It could be interpreted that teachers' comprehend the material and his ability to involve in practical teaching are the aspects of professional competence that students' needed as particularly important. It can be approved by the finding test. The result of the test is shown that the significance value 0.000 < 0.05. It can be interpreted that there is a significant influence on teachers' professional competence in the students' English learning achievement. It means that the hypothesis is accepted

Teachers' Professional competence has an influence on the student's' English learning achievement as evidenced by observing the results of the t count of is 4.776 with a significance value (Sig.) of 0.000. Tcount (4.776) > t table (2.002) then it can be stated that the hypothesis test Ho is rejected and Ha is accepted which means that the teacher's pedagogical competence has a significant influence on students' learning outcomes in English

Based on the results of the regression equation shown that the results of the table coefficient (4.5) are Y = 29.309+0.503 X2. Constant values indicated that if the teacher's professional competency variable is assumed to be vague, the student learning outcomes value is 29.309 points. The teacher's professional competence variable coefficient is 0.503 points, which means that when the quality of the teacher's professional competency increased 1 point, the student's English language learning outcomes increased also by 0.503 points.

Based on the description above, the researcher concludes students' English learning achievement is influenced by teachers' professional competence. The data can be revealed from the table below.

Table 4.4

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29,309	4,343		6,749	,000
	Professional Competence	,351	,074	,503	4,776	,000

The researcher can interpret there is a significant influence of the teachers' professional competence on the students' English learning achievement because the result of analysis data is approved. Then the researcher found the validity and the reliability the instrument is valid. It can be revealed by the result of table validity and reliability of the instrument.

1. The validity of the instrument

The researcher used SPSS 16.0 to test the validity of the instrument with 60 respondents. The results are as the following.

 a. R > 0.254 (valid)

 b. R < 0.254 (invalid)

Table 4.5

The validity of teachers' pedagogical competence

No.	Item	R	Validity
1.	Q1	0.600	Valid
2.	Q 2	0.464	Valid
3.	Q3	0.419	Valid
4.	Q 4	0.402	Valid
5.	Q 5	0.522	Valid
6.	Q6	0.565	Valid
7.	Q7	0.607	Valid
8.	Q8	0.407	Valid
9.	Q9	0.556	Valid
10.	Q10	0.637	Valid
11.	Q11	0.506	Valid
12.	Q12	0.683	Valid
13.	Q13	0.478	Valid
14.	Q14	0.737	Valid
15.	Q15	0.737	Valid
16.	Q16	0.324	Valid
17.	Q17	0.414	Valid
18.	Q18	0.506	Valid
19.	Q19	0.498	Valid

20.	Q20	0.637	Valid
21.	Q21	0.506	Valid
22.	Q22	0.683	Valid

The value of R table > 0.254 means that the instrument is valid. From the table above, the research found the values of R is higher than the value of the table. It can be stated that the instrument is valid

2. The reliability of the instrument

The researcher used SPSS 16.0 to test the reliability of an instrument with 60 respondents. The result as followed.

Alpha > 0.6 (valid) reliable.

    a. Alpha ≤ 0.6 (Invalid) Unreliable

    b. Reliability of teachers' pedagogical competence

Table 4.6

Reliability Statistics

Cronbach's Alpha	N of Items
,883	22

The reliability of an instrument can be seen from alpha values. If the alpha value is more than 0.6 it is stated that the instrument is reliable. Because the results of the statistics show the value 0.883, it means that the instrument is reliable.

C. The Influence of The Teachers' Pedagogical Competence and Professional Competence on The Students' English Learning Achievement

There is the influence of the competences of and the teachers' pedagogical competence and professional on the students' English achievement has influenced. But the highest competence which influences more is professional competence.

Both of those competencies are influences on the students' English achievement. The results obtained are seen from F test that Fvalue= 71.996 > Ftable =3.14 with significance 5%. It can be concluded that there is significant influence between the teachers' pedagogical competence (X1), teachers' professional competence (X2), on the students' English learning achievement. It means that the hypothesis is accepted. It can be seen by the ANOVA table.

Table 4.7

F/ ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1336.088	2	668.044	71.996	.000[a]
	Residual	528.895	57	9.279		
	Total	1864.983	59			

a. Predictors: (Constant), Professional Competence, Pedagogical Competence

b. Dependent Variable: Students' English Learning Achievement

But, to know which competence influence students' English achievement more, it can be looked from summary table 4.4.

Table 4.8

Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846[a]	.716	.706	3.04612

a. Predictors: (Constant), Professional Competence, Pedagogical Competence

The researcher found that teachers' pedagogical competences and professional competence have influence on the students' English learning achievement on 70.6%. It is seen from the results of the summary analysis shown that R-value = 0.706, it can be stated that the correlation coefficient in this study is 0.706 It means that relationship between variables X1 and X2 to Y in a strong level. From table 4.4, the value of R2 (R Square) = 0.706, it can be concluded that the Determination Coefficient as follows: KD = R2 x 100% = 0.706 x 100% = 70.6%. it means that the variables influence on 70.6% on the students' English achievement and 29.4% Is influence from the others.

D. Limitation of the research

   The researcher realized that had not been done optimally. There were some obstacles faced during the research process. Some limitations of this research were:

1. The short time of research process made this research could not be done optimally.

2. It is possible to get different result conducted in a different place. So that, the research is limited at SMP Muhammadiyah Karangrayung in the academic year of 2018/2019.

3. Less experience and knowledge of the researcher makes this research is not composed comprehensively.

   From some limitations, it is needed to have study more about the influence of the teachers' pedagogical competence and professional competence on the students' English achievement. By considering those limitations, the better study will be gained.

CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter, the researcher presents the conclusion of research and some suggestions for the English teacher and the next researcher of and closing.

A. Conclusion

The research that was carried out at SMP Muhammadiyah Karangrayug related to the influence of the teachers' pedagogical competence and professional competence on the students' English learning achievement. Based on the finding research and discussion in chapter IV, it can be concluded that.

The research showed that there is a significant influence on teachers' pedagogical competence and professional competence in the students' English learning achievement. Because the analysis data test found the significant value $0.000 < 0.05$. It means that the hypothesis is accepted. Then result, $F=71.996 > F_{table}= 3.14$ with significance 5%. It means that there concurrently significant influence of teachers' pedagogical competence and professional competence on the students' English achievement.

The researcher found that teachers' pedagogical competences and professional competence have influence on the students' English learning achievement on 70.6%. It can be concluded that those

Independent variables (X1,X2) influence on 70.6% on the students'
English achievement and 29.4% Is influence from the others.

B. Suggestion

Based on the result of this research, it indicates that there is the
influence of the teachers' pedagogical competence and professional
competence on the students' English achievement. There are some
benefits to the teaching-learning English are proposed as follows
1. For teacher

Form the finding research the researcher gives some
recommendations for the teacher as follows: Teachers must make
closes contact with the student, it will be useful to observe the
student. The teacher should find out the appropriate and interesting
technique related to the material, it will better for students who
have different characteristic. They should use deferent techniques
in each lesson because variety is important to keep students from
getting bored. Then it is a necessity for the English teacher to give
motivation to the students in teaching-learning activities.
2. For student

The researcher hopes that this research can be useful for the
student. They will be suggested to study hard and enjoy learning
activities, so they can get learning achievement.

3. For reader

   After reading the study, the researcher hopes that this research can be references and useful for the readers include the next researcher

4. For researcher

   After doing this research, the researcher may get useful knowledge of teachers' competence, especially about teachers' pedagogical competence and professional competence it can be used as additional information for the researcher to be a good educator in the future.

C. Closing

The praise only belongs to Allah, who gives power and health until this final project can be finished. The writer is sure that this thesis is far for being perfect. So, critics and pieces of advice are really expected to make the following research better.

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Appendix 1

Instrument of Questionnaire

Place : SMP Muhammadiyah Karangrayung Grobogan

Object : Students of SMP Muhammadiyah Karangrayung Grobogan

Theory : UU republic of Indonesia no 16 year of 2007 Standard Academic Qualification and Teachers' Competence.

Variables	Dimensions	Indicators	Questions' Number	Number of questions
Teachers' pedagogical competence (X₁) Ali Mudlofir (2014:77) there are four competences of generic teaching competencies in implementi	Teacher masters in the students' characteristics	1. The teacher understands the students' characteristics	1	1
		2. Teacher identifies students' potential in learning activities	2	1
		3. Teacher identifies students' difficulties in learning	3	1
	Teacher masters in the learning concepts and the principles of educative	1. The teacher understands the several concepts of learning and the principles of	4	1

ng teaching. Firstly teacher should arrange the lessons plan. Then the second they are implement the teaching activities by leading and managing class. The third they should to assess and evaluate the teaching learning process. Then they should mastery the learning material well	learning	educative learning 2. Teacher applies several creative methods to teaching-learning	5	1
	The teacher develops the curriculum related teachers' subject field	1. The teacher determines and delivers the aims of learning 2. The teacher chooses the material which adjusts the learning aims 3. Teacher organizes the material which adjusts students' characteristics	6 7,9 8,	1 2 1
	Teacher operates the educative learning	1. Teacher develops arranges to learn design completely. 2. Teacher implements the educative learning 3. Teacher takes the precise decision in each conditional	9 10,14 23,	1 2 1

		teaching		
	Teacher utilizes the technology of information and communication for leaning significantly	Teacher utilizes technology in learning activities	11,14	2
	Teacher supports students' potential advance by giving learning facilities	Teacher gives some activities for supporting students' achievement	15	1
	The teacher uses effective communication and polite language in their teaching activities	1. The teacher uses effective communication and makes interactive communication with students	17,35	1
	Teacher makes assessment and evaluation in Student learning activities. Then he utilizes the assessment result to increase learning quality.	1. The teacher determines the procedure of the students' assessment and the evaluation learning result	13,16	2
		2. Teacher makes an administrative of students'	19	1

		assessment and students' evaluation which related to the instruments	21	1
		3. The teacher uses assessment and evaluation for giving remedial	20	1
		4. Teacher involves students' parent to evaluate students' assessment		
	Teachers conduct reflective action to increase their ability in teaching-learning	1. Teachers do self-reflection after teaching-learning activities	18	1
		2. Teacher utilizes self-reflection to improve their learning material.	22	1
Teachers' professional competence (X$_2$) Ali Mudlofir	Teacher comprehends the material, structure, and concept of English learning	Teacher comprehends in their learning material.	24,25,29	3
	Teacher masters in the basic competencies	1. The teacher understands the basic competence	26,35,35	1

(2014:82) states a professional teacher is a teacher who is doing teaching well with has professional competence in teaching process. She/he is not only mastered the learning material well, but also she/he has skills in teaching. So teaching learning will be effectively and efficiently. These skills include the ability to open and	and the indicators of curriculum	of their subject field		
	Teacher enhances the English material creatively	1. The teacher chooses learning material which adjusts students' ability	27,28	2
		2. Teacher improves their learning material creatively	31,32,38, 41,42	5
	The teacher is doing self-reflection for developing their professionalism	1. Teachers do self-reflection in their performance routinely to improve their professionalism	33,43,44,45, 39,40	6
		2. The teacher keeps up the periods as a learning resource	34,37	2
	Teacher utilizes the technologies of information and communication to develop their selves	1. Teacher utilizes technology as a communication tool	30	2
		2. Teacher utilizes the technologies of information and communication	45	2

close learning. Teachers' abilities in explain the material. Then she/he has asking skills. She/he has skills of giving reinforcement and skills in using media. She/he has skills to guide discussion. She/he also has skill to make variations in learning and teaching in group		to develop their selves		
TOTAL			45	45

ANGKET PENELITIAN

Pengaruh Kompetensi Pedagogik dan Kompetensi Profesional Guru dalam
Hasil Belajar Bahasa Inggris Siswa di SMP Muhammadiyah
Karangrayung Grobogan
Tahun Pelajaran 2018/2019.

Nama   :
Hari/Tanggal   :
Kelas   :
Jenis kelamin   :

Isilah angket berikut ini dengan menggunakan tanda centang (√) di dalam kotak yang tersedia

No	Pernyataan	Sangat Setuju	Setuju	Agak Setuju	Tidak Setuju	Sangat Tidak Setuju
Kompetensi Pedagogik						
1	Guru memberikan perhatian sama kepada semua siswa dikelas tanpa melihat latar belakang siswa					
2	Guru memberikan kesempatan peserta didik untuk aktif bertanya dalam kegiatan pembelajaran					
3	Guru melanjutkan materi pembelajran setelah siswa faham					

No	Pernyataan					
4	Guru menggunakan berbagai metode pengajaran dalam pembelajaran					
5	Guru membuat materi pembelajrans susai dengan kharakteristik siswa					
6	Guru menjelaskan pokok materi yang akan dibahas dan tujuan pembelajaran yang harus dicapai siswa					
7	Guru membuat rancangan penilain dilengkapi dengan instrument (soal dan kunci jawaban).					
8	Guru membuat rancangan penilain sesuai dengan tujuan pembelajaran.					
9	Guru dalam melaksakan pembelajran mengaitkan materi dengan pengetahuan lain yang relervan.					
10	Guru melaksanakan pembelajaran yang mendidik dengan memberikan contoh-contoh yang baik di dalam materi pembelajaran					
11	Guru menggunakan internet dan buku sebagai sumber pengajaran					
12	Guru memberikan bobot nilai yang berbeda antara soal pilihan ganda dan essay					
13	Guru melaksanaan pembelajaran dengan memperhatikan setting					

	yang telah dibuat					
14	Guru menggunakan power point sebagai media pembelajaran					
15	Guru memberikan tugas rumah (PR) setelah pelejaran selesai.					
16	Guru memberikan ulangan harian secara berkala setelah menyelesaikan materi					
17	Guru menggunakan kalimat sederhana dan efektif ketika memberikan intruksi kepada siswa					
18	Guru memberikan respond baik kepada siswa yang bertanya ataupun menyampaikan pendapat					
19	Guru mengoreksi lembar kerja siswa					
20	Guru meminta tanda tangan orang tua siswa setelah menilai lembar kerja siswa					
21	Guru meberikan remedial kepada siswa yang mendapat nilai kurang baik					
22	Guru menciptakan suasana belajar yang santai dan menyengangkan					
23	Guru menegur siswa yang gaduh dalam kelas					
Kompetensi Professional Guru						
24	Guru menjelaskan materi dengan baik tanpa melihat					

	buku					
25	Guru menjawab dengan baik setiap pertanyaan dari siswa					
26	Guru menyampaikan materi pokok yang akan disampaikan					
27	Guru memberikan pengulangan atau penekanan disetiap materi yang penting					
28	Guru menyampaikan materi secara runtut dan jelas					
29	Guru dapat meberikan contoh sesuai dengan materi yang diajarakan					
30	Guru memanfaatkan sarana dan prasana disekolah sebagai alat ajar.					
31	Guru mengolah materi dengan kreatif sehingga penyampainnya mudah di pahami					
32	Guru dapat menjawab pertanyaan siswa diluar materi yang diberikan					
33	Guru menanyakan materi yang belum dipahami siswa					
34	Guru dapat memanfaatkan tekhnologi informasi dan komunikasi untuk pengembanagn diri.					
35	Guru memahami berbagai strategi berkomunikasi.					

36	Guru menerapkan berbagai pendekatan dan strategi pembelajaran.					
37	Guru dapat mengikuti perkembangan zaman dengan belajar dari berbagai sumber					
38	guru mampu mengajarkan teori atau praktik dengan baik					
39	Guru memberikan motivasi di dalam pengajaran					
40	Guru mengajak siswa membuat rangkuman inti pelajaran bersama					
41	Guru memberikan tindak lanjut atas materi yang diberikan					
42	Guru memberikan contoh yang mudah dipahami disetiap pembelajaran					
43	Guru selalu mengajar tepat waktu					
44	Guru berpenampilan sopan dan rapi					
45	Guru mengikuti kemajuan teknologi komunikasi dan informasi dalam proses pendidikan					

Keterangan Nilai Skor:

Sangat Setuju   : 5

Setuju   : 4

Agak Setuju   : 3

Tidak Setuju   : 2
Sangat Tidak Setuju   : 1
Appendix 3

Questionnaire

The Influence of Pedagogical Competence and Professional
Competence on the Students' English Achievement a study at SMP
Muhammadiyah Karangrayung
In the Academic year of 2018/2019

Name   :
Day/Date   :
Class   :
Gender   :
Please fill this questionnaire below by giving a checklist (√) in the box

No	Questions	Strongly Agree	Agree	Rather agree	Disagree	Strongly disagree
Pedagogical Competence						
1	Teacher gives the same respects for all of the students.					
2	Teacher treats students to raise question more					
3	Teacher will continues the learning material after students understand enough with the material					
4	Teacher makes structured					

	of learning related students characteristics				
5	Teacher makes structured learning material with student characteristics				
6	Teacher explains the subject matter to be discussed and the learning objectives that must be achieved by students				
7	The teacher makes structured learning material with student characteristics				
8	Teacher makes the assessment design equipped with instruments (questions and answer)				
9	Teacher makes a design plan in accordance with the learning objectives.				
10	Teacher makes structured learning material with student characteristics				
11	Teacher makes structured learning material with student characteristics				
12	Teacher makes structured learning material with student characteristics				
13	Teacher teaches student by paying attention to the settings that have been				

	made				
14	The teacher uses power point as a medium in teaching-learning activities				
15	Teacher uses books and the internet as teaching resources in learning				
16	Teacher gives homework or an assignment after the lesson has been done.				
17	Teacher uses simple and effective words when giving instructions to students				
18	Teacher gives a good response to students who are express opinions				
19	Teacher corrects student worksheets				
20	Teacher asks the parents' signature after assessing the student's worksheet				
21	Teacher gives remedial for students who get the low score				
22	The teacher creates a relaxed and exciting learning atmosphere				
23	Teacher reprimands students who are rowdy				

	in class					
Professional Competence						
24	Teacher explains the material well without looking at the book					
25	Teacher answers well every question from the students					
26	Teacher delivers the topic of the material that too is delivered					
27	The teacher will give repetition or emphasis intonation in the important material					
28	Teacher delivers material in a coherent and clear manner					
29	The teacher provides examples according to the material being taught					
30	Teacher uses the facilities and infrastructures in the school as teaching tools.					
31	Teacher arranges the material creatively so the material is easy to understand by students					
32	Teacher can answer students questions outside					

	the material provided					
33	Teacher asks students which the learning material that they do not understand enough					
34	Teachers can use information and communication technology for self-development.					
35	Teacher understands and uses various communication strategies in the teaching learning process..					
36	Teacher applies various learning approaches and strategies.					
37	Teachers can keep up with the times by learning from various sources					
38	Teacher gives creative questions in each lesson					
39	Teacher gives motivation for students					
40	Teacher asks students to make a summary of the material together					
41	Teacher gives a supplement to the material that given					

42	Teacher provides examples that easy to understand in each lesson					
43	Teacher always teaches on time					
44	Teacher is polite and looks neat					
45	Teacher follow the progress of information and communication technology in the education process					

Scores:

Strongly Agree	: 5
Agree	: 4
Rather Agree	: 3
Disagree	: 2
Strongly Disagree	: 1

DATA NILAI RAPORT
SMP MUHAMMADIYAH KARANGRAYUNG
PENGOLAHAN NILAI KETERAMPILAN SISWA (RAPOR) semester 1 Tahun Pelajaran 2018/2019

NO	NAMA	RAPOR PENGETAHUAN	RAPOR KETERAMPILAN	NILAI RAPOR
1	Angga Aditya	82	82	82
2	Julia Handayani	86	85	86
3	Siti Norkhomah	89	86	87
4	Sella Ramadhani	83	86	85
5	Vadin Paradisea	85	88	86
6	Wahyu Budi Susilo	72	72	72
7	Shifa Azzahra Putri	82	81	82
8	Slamet Utomo	83	82	83
9	Enggar Safiq Ramadhan	78	77	78
10	Nurinnaila Isabela	84	84	84
11	Ahmad Taufiq Ryan Efendi	73	71	72
12	Ambar Retno Wati	83	88	85
13	Auliya Firmansyah	76	78	77
14	Sri Lestari	85	90	87
15	Ambar Retno Wanoto	85	88	86
16	Erni Isnawati	71	72	71
17	Aditiya Nurhuda	75	76	76
18	Farah Nur Aini	77	76	77
19	Dela Ramona	72	74	73

20	Hesti Reviana Citra	86	85	86
21	Riska Dwi Cahyani	76	81	78
22	Nova Galih Aditama	72	73	72
23	Apriyani Dewi	88	87	88
24	Leni Dwi Andini	86	85	86
25	Bayu Setiyono	85	86	85
26	Ahmad Andriyan Permana	73	71	72
27	Isna Luful Maharani	85	84	85
28	Gilang Yekti Cahyo Tamtomo	76	80	78
29	Achmad Ulin Setiawan	72	76	74
30	Titis Diah Wardani	86	86	86
31	Rani Maesaroh	78	79	78
32	Ayu Safitri	87	87	87
33	Citra Sena	87	88	87
34	Naskia Jumiatun	88	89	89
35	Agus Supriyadi	76	77	77
36	Adik Devina	73	73	73
37	Fitri Andriani	88	87	88
38	Aril	72	73	73
39	Mahmudah	76	75	75
40	Nurul Laili	86	87	87
41	Amin Sugiarto			81
42	Arif Bagus Panuntun			75
43	Wiwik			88
44	Nurmini			81
45	Muhammad Hasananudin			74

46	Puji Setyaningsih			80
47	Danang Ari Wibowo			87
48	Taufiq Annas			80
49	Ida Ayu Lestari			78
50	Anasiatul AISYAH HUSEN			88
51	Eka Wahyuni			83
52	Riska Utami			88
53	Alya Febrianti			80
54	Fajar Ahmad Sarifudin			75
55	M. Rizki Setiyafama			88
56	Heru Prasojo			88
57	Jupita Sari			88
58	Erna Yulianti Astutik			80
59	Ahmad Munirudin			78
60	Aji Yulianto			78

Appendix 5

Karangrayung, 12 Desember 2018

Nomor : 277/ SMPMuh/E. 12/XII/2018
Lamp : -
Peihal : Balasan Permohonan
       Ijin Riset

Kepada
Yth. Dekan Fakultas Ilmu Tarbiyah
dan Keguruan   UIN
Walisongo Semarang
    di Semarang

Assalamu'alaikum Wr Wb.,

    Menanggapi surat Saudara No. B-5222/Un.10.3/D.1/PP.009/12/2018 tanggal 4 Desember 2018 Perihal Permohonan ijin Riset, pada Mahasiswi :

No	Nama	No Pokok/NIM	Judul Skipsi
1	Puji Anggorosari	133411048	"The Influence of the Teachers' Pedagogical competenceon the Students" English Achievement (a study at SMP Muhammadiyah Karangrayung in the Academic Year of 2018/2019".

    Dengan ini diberitahukan pada skripsinya bahwa kami tidak kebertan dengan permohonan yang dimaksud. Untuk pelaksanaan selanjutnya supaya mahasiswi yang bersangkutan berhubungan dengan ka kurikulum SMP Muhammadiyah Karangrayung.

    Demikian surat balasan kami, atas kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr Wb.

SMP Muhammadiyah Karangrayung

(Drs. Suwanto)

Appendix 6

TABULASI QUESIONER

Appendix 7

PENELITI : Puji Anggorosari

NIM : 133411048

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : THE INFLUENCE OF THE TEACHERS' PEDAGOGICAL COMPETENCE AND PROFESSIONAL COMPETENCE ON THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT (A STUDY AT SMP MUHAMMADIYAH KARANGRAYUNG IN THE ACADEMIC YEAR OF 2018/2019)

HIPOTESIS:

HIPOTESIS:

a. **Hipotesis Uji F (Simultan)**

$H_0: \beta_1 = \beta_2 = 0$

$H_1: Minimal\ ada\ satu\ \beta_j \neq 0, j: 1, 2$

b. **Hipotesis Uji t (Parsial)**

H_0: Tidak ada pengaruh antara kompetensi pedagogic guru terhadap hasil belajar siswa

H_1: Ada pengaruh antara kompetensi pedagogic guru terhadap hasil belajar siswa

c. **Hipotesis Uji t (Parsial)**

H_0: Tidak ada pengaruh antara kompetensi professional guru terhadap hasil belajar siswa

H_1: Ada pengaruh antara kompetensi professional guru terhadap hasil belajar siswa

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846[a]	.716	.706	3.046

a. Predictors: (Constant), X2, X1

Keterangan:

Kontribusi variabel kompetensi pedagogic guru dan kompetensi professional guru terhadap hasil belajar siswa adalah sebesar 70.6% sisanya dipengaruhi oleh variabel lain di luar model.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1336.088	2	668.044	71.996	.000[b]
	Residual	528.895	57	9.279		
	Total	1864.983	59			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Keterangan:

Sig. = 0.000 < 0.005 maka H_0 ditolak artinya minimal ada satu variabel yang perpengaruh terhadap hasil belajar siswa

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.309	4.343		6.749	.000
	X1	.272	.071	.403	3.834	.000
	X2	.351	.074	.503	4.776	.000

a. Dependent Variable: Y

Persamaan Regresi:

Persamaan regresi adalah $Y = 29.309 + 0.272X_1 + 0.351X_2$

Keterangan:

Sig. = 0.000 ≤ 0.05, maka H_0 ditolak artinya terdapat pengaruh **signifikan** antara kompetensi pedagogic guru terhadap hasil belajar siswa

Keterangan:

Sig. = 0.000 ≤ 0.05, maka H_0 ditolak artinya terdapat pengaruh **signifikan** antara kompetensi profesional guru terhadap hasil belajar siswa

Semarang, 09 Januari 2019
Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

Appendix 8

proses

psi oleh
gan akhir

an setiap
agan dan

engikuti

Tgl.	Catatan Bimbingan	TTD
30 Ok 2018	(Bu Tarwiyah) - Penetapan judul :,, The Influence of the Teachers' Professionalism toward students English Echievement.	
(Bu Tarwiyah)	- Membenahi Indikator untuk Istrumentr. Indikator harus diberi Sub Indikator sebagai penjelar	
	- Membenahi Instrument Soal Instrumen dibagi menjadi dua. Positif dan negatif	
	- Membuat Instrument tamba-han. Instrument ini di buat untuk interview Sebagai penguat data.	
	- Penilaian Instrument ditarih di Introductory analysir	
5/10 18	• Pak Dauiq - Mengecheck grammar	

Tgl.	Catatan Bimbingan	TTD
	di Instrumen t, literature dari sto (International book.	
	• Bu Tarwiyah (proposal)	
3/18 10	- Grammarnya diperbaiki	
	- Menambahi previouse study penting minimal 5 journal.	
Bu Tarwiyah	- Soal instrument terlalu banyak di kurangi lagi	
	- Buat observation checklist	
23/18 10	- Grammarnya diperbaiki	
	- Instrument Questionernya di perbaiki, di sesuaikan dgn UU #6 2007, dan cari	
Bu Tarwiyah (proposal)	Lagi di UU an 2003 sebagai bahan acuan membuat Instrument.	
3/18 11	Pak Davila → P proposal	
	- Opsi pernyataan dalam instrumene ditambah lagi	
	- Perbaiki grammarnya - acc proposal	

Tgl.	Catatan Bimbingan	TTD
13/18 11	→ Bu Tarwiyah. (proposal)	
	→ acc proposal	
	→ Ujian proposal	
4-01-18	BAB 4 &5 [Bu Tarwiyah)	
	- Perbaiki lagi bab 4	
	- Ambil dari research question sebagai judul pembahasan.	
	Point 1, berikan diskripsi/gambaran tentang judul pembahasan	
	2. berikan alasan 4,9 sesuai..	
	3. berikan eviden/bukti yg real diambil dari hasil olah data	
	- BAB 5 (Menyesuaikan bab 4). belum bisa ditel	
7-12-18	Bu Tarwiyah (proposal)	
	- Istrument di sesuaikan dgn Penguji	
	- boleh penelitian.	
	- Isi Instrument di validkan lg.	

Tgl.	Catatan Bimbingan	TTD
7-01-18	**Bu Tarwiyah (BAB 1-5)**	
	-. Abstract	
	1. Pengolahan kata, lebih di singkat dan di perjelas lagi	
	2. Grammar diperbaiki lagi	
	3. Penyusunan kata-kata di perbaiki lagi	
	— Previouse Study, dikeri evident	
	— Reseach Question diperbaiki	
	— Objective reasech bukan to know, tapi to describe.	
	— BAB (4-5)	
	1. Karena membahas hipothesis analysis, langsung bahas ke point (research question). dengan mengunakan generic structures, Diskripsi, reason (alasan), bukti (evidence)	
	2. Penggunaan table sesuai dengan kebutuhan (di cut)	
	3. Limitation Research yg lebih reasonable	

Tgl.	Catatan Bimbingan	TTD
	- BAB (5)	
	1. Di perbaiki lagi, perhatikan generic structurenya.	
9-01-08	**PAK DAVI @ (BAB 1-5)**	
	-. check plagianisme sudah bagus, hanya 15%	
	-. Grammar diperbaiki lagi	
9-10-8	**Bu Tarwiyah (BAB 1-5)** Bab 4-5	
	- Kata-katanya di olah lagi biyar tidak membingungkan.	
	-. Grammar diperbaiki lagi	
	-. Validitaly & Reability Instrument disesuaikan dgn sub-judul pembahasan.	
	-. Perhatikan generic structurenya.	

Tgl.	Catatan Bimbingan	TTD
10/18	Acc skripsi	

Tgl.	Catatan Bimbingan	TTD

Appendix 9

BIODATA CALON WISUDAWAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
PERIODE KE 74

Data Pribadi

Nama	: Puji Anggorosari
NIM	: 133411048
Jurusan	: Pendidikan Bahasa Inggris
Tempat, Tanggal Lahir	: GROBOGAN, 16 MEI 1995
Alamat Lengkap	: Prejengan, Rt04/Rw09, Sumberjosari, Kec. Karangrayung, Kab. Grobogan.
Telp/HP	: 082142897969
Alamat E-mail	: SultanSamudro@gmail.com
Facebook	: Puji Anggorosari
Judul Skripsi	: The influence of the Teachers' Pedagogical Competence and Professional Competence on the Students' English Achievement. (a study at SMP Muhammadiyah Karangrayung Grobogan in the Academic year of 2018/109)
Lulus Munaqosah	: 23 Januari 2019
IPK	: 3.31
Nama ayah	: Sukamto
Pekerjaan Orang Tua	: TANI
Alamat orang Tua	: Karanglo Rt03/Rw09, Sumberjosari, Kec. Karangrayung, kab. Grobogan.
Nama Dosen Wali	: Fakrur Rozi

Biodata ini saya buat dengan sebenar-benarnya untuk dipergunakan sebagai dasar pembuatan Ijazah dan Trankip serta data lain yang diperlukan. Apabila ada kesalahan data yang saya sampaikan , maka resiko akan saya tanggung sendiri.

Semarang, 28 Januari 2019
Calon Wisudawan

PUJI ANGGROROSARI
NIM 133411048