#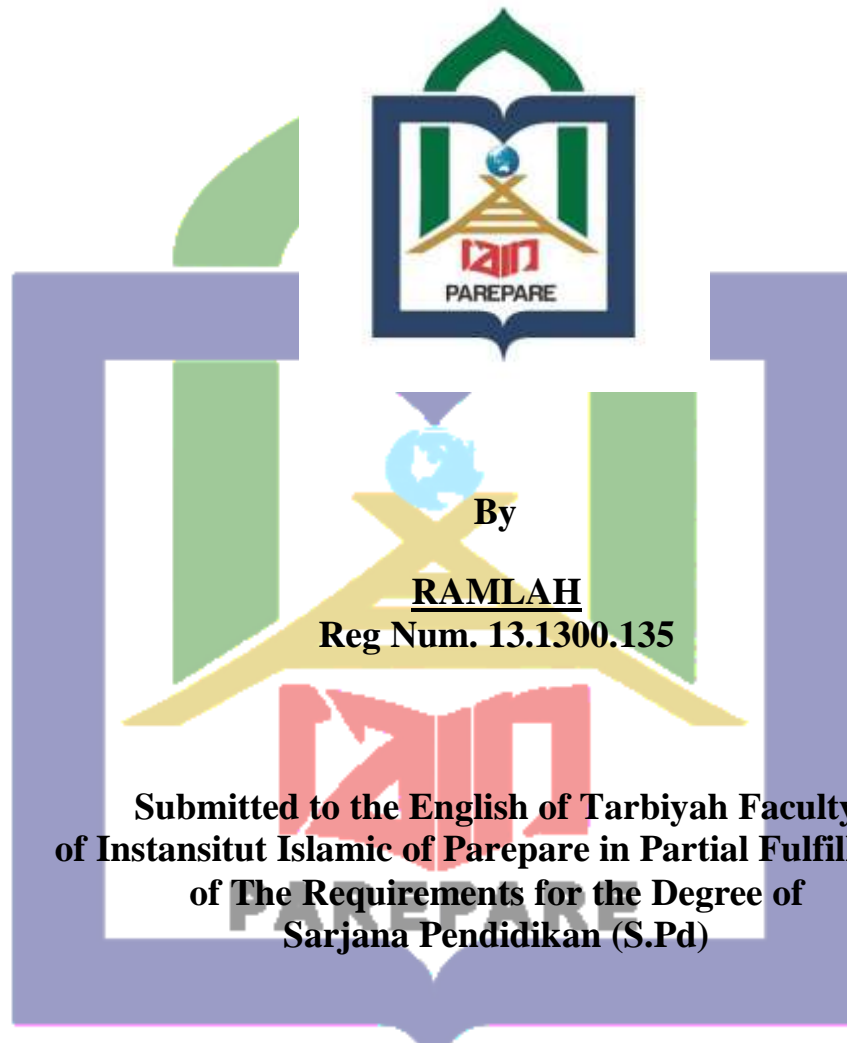 THE ANALYSIS OF TEACHER'S PEDAGOGICAL COMPETENCE TO TEACH READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF SMPN 2 PINRANG

By

RAMLAH
Reg Num. 13.1300.135

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

THE ANALYSIS OF TEACHER'S PEDAGOGICAL COMPETENCE TO TEACH READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF SMPN 2 PINRANG

By

RAMLAH
Reg Num. 13.1300.135

Submitted to the English of Tarbiyah Faculty
of Instansitut Islamic of Parepare in Partial Fulfillment
of The Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

THE ANALYSIS OF TEACHER'S PEDAGOGICAL COMPETENCE TO TEACH READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF SMPN 2 PINRANG

SKRIPSI

**As a part of fulfillment of the Requirement for the degree of
Sarjana pendidikan (S.Pd)**

English

Submitted by

RAMLAH
Reg Num. 13.1300.135

To

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

iii

APPORVAL OF CONSULTANT COMMISSIONS

Name of the student : RAMLAH

The title of skripsi : THE ANALYSIS OF TEACHER'S PEDAGOGICAL COMPETENCE TO TEACH READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF SMPN 2 PINRANG

Student Reg. Number : 13.1300.135

Faculty : Tarbiyah

Study Program : English

By Virtue of Consultant Degree : Sit/08/PP.00.9/0335/2016

Approved by:

Consultant : **Hj. Nurhamdah, S.Ag., M.Pd.**

NIP : 19731116 199803 2 007 (............................)

Co-Consultant : **Dr. Abdul Haris Sunubi, S.S., M.Pd.**

NIP : 19750308 200604 1 001 (............................)

Cognizant of:
Tarbiyah Faculty
Dean

Dr. H. Saepudin, S.Ag., M.Pd.
Nip. 19721216 199903 1 001

iv

SKRIPSI

THE ANALYSIS OF TEACHER'S PEDAGOGICAL COMPETENCE TO TEACH READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF SMPN 2 PINRANG

Submitted by:

RAMLAH
Reg Num. 13.1300.135

Had been examined of February 13th, 2019 and had been declared
That it fulfilled the requirements

Approved by
Consultant commissions

Consultant   :   **Hj. Nurhamdah, S.Ag., M.Pd.**

NIP   :   19731116 199803 2 007   (............................)

Co-Consultant   :   **Dr. Abdul Haris Sunubi, S.S., M.Pd.**

NIP   :   19750308 200604 1 001   (............................)

State Islamic Institute Parepare   Tarbiyah Faculty
Rector   Dean

Dr. Ahmad Sultra Rustan, M.Si.   Dr. H. Saepudin, S.Ag., M.Pd.
Nip. 19640427 198703 1 002   Nip. 19721216 199903 1 001

v

ENDORESMENT OF EXAMINER COMMISSIONS

The title of Skripsi : THE ANALYSIS OF TEACHER'S
PEDAGOGICAL COMPETENCE TO
TEACH READING COMPREHENSION
AT THE SECOND GRADE STUDENTS
OF SMPN 2 PINRANG

Name of the students : RAMLAH

Student Reg. Number : 13.1300.135

Faculty : Tarbiyah

Study Program : English

By Virtue of Consultant Degree : Sit/08/PP.00.9/0335/2016

Graduation date : February 13th, 2019

Approved Examiner Commissions

Hj. Nurhamdah, S.Ag., M.Pd. (Chairman) (...............................)

Dr. Abdul Haris Sunubi, S.S., M,Pd. (Secretary) (...............................)

Drs. Ismail Latif, M.M. (Member) (...............................)

Dr. Magdahalena, M.Hum. (Member) (...............................)

Cognizant of:
State Islamic Institute Parepare
Rector

Dr. Ahmad Sultra Rustan, M.Si.
Nip. 19640427 198703 1 002

vi

AKNOWLEDGMENT

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَـٰنِ ٱلرَّحِیمِ

First of all, let's thank to unto our god Allah SWT who has been given us same mercies, long life and beautiful life. Praise is upon him the beneficent the merciful lord of the world, the owner of the Day of Judgment, for he has given us the blessing.

Secondly, Salawat and Salam ways giving to our prophet Muhammad SAW (paced be upon him) the king of the great kingdom namely Islam religion, the last messenger of Allah SWT. He has already spared the Islamic to all human being in this world.

The writer realized that this Skripsi has never been possible to be finished without assistance of the other people. Therefore the writer wishes to express a lot of thanks to:
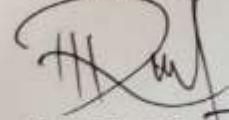
1. Hj. Nurhamdah, S.Ag.,M.Pd. As the first writer's consultant who has given suggestion for the write and support extend beyond the skripsi.

2. Dr. Abdul Haris Sunubi, S.S.,M.Pd. the second writer's consultant who has given her motivation, guidance and suggestion to complete the skripsi.

3. Dr. Ahmad Sutra Rustan., M.Si. the Rector of IAIN Parepare, the lecture of English Program and Tarbiyah and all the staffs of IAIN Parepare for his motivation and help during his study.

4. Dr. H. Saepudin, S.Ag.,M.Pd. Dean of Tarbiyah Faculty of IAIN Parepare who has given the writer guideline in writing the research.

5. H. Amiruddin, S.Pd. MM. as the Head master of SMPN 2 Pinrang in Academic year 2017/2018.

6. Specially thanks the writer to beloved parents her mother (Jumariah) and her father (Syarif) for the incredible patient, for their endless love, amazing motivation and support and all of her family specially for her brother and her sisters always giving her support for her study and the last is she would like to say to all of her friends and her close friend, who always given her motivation and support to finished all about her study.

7. For all of her best friends they are the member of a student nature lover (Mispala) Comosentris IAIN Parepare, there was member of Pondok Naura and her same village, KKN Angk XX Posko Padangloang Alau and also all of the student of STAIN Parepare and many other cannot be mentioned one by one who always give motivation, support, help, suggestion, encouragement and entertainment in doing this research.

8. Her very nice and wonderful partners Hasniah, Nurhana, Muhammad Taufik, and Ikbal Khairil. For all them kindness, motivation, help, endless love, and suggestion to complete the skips and finish her study.

May Almighty Allah be with us Amin.

Parepare, 15 January 2018
The Writer,

RAMLAH
NIM: 13.1300.135

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name   : RAMLAH

Student Reg. Number   : 13.1300.135

Place and date of birth   : Pinrang, 03 February 1995

Study program   : English

Faculty   : Tarbiyah

Title of Skripsi   : The Analysis of Teacher's Pedagogical Competence to Teach Reading Comprehension at the second grade students of SMPN 2 Pinrang

Stated this skripsi was her own writing and if it can be proved that it was, duplicated or copied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 19 December 2018

The Writer,

RAMLAH
Reg.Number. 13.1300.135

ABSTRACT

RAMLAH. *The Analysis of Teacher's Pedagogical Competence to Teach Reading Comprehension at the Second Grade Students of SMP N 2 Pinrang. (Supervised by Hj. Nurhamdah and Abdul Haris Sunubi)*

This skripsi is a kind of field research with the problem is 1). How does the application of teacher's pedagogical competence to teach reading comprehension at the second grade students of SMP N 2 Pinrang? 2). How is students' response to the pedagogical competence of their teachers in teaching reading comprehension at the second grade students of SMP N 2 Pinrang?

This research uses qualitative descriptive method and the populastion in this study are 4 english teachers and 195 second grade students of SMP N 2 Pinrang. The sample take in this study is an English teacher of second grade. As for representing students, researchers used cluster sampling and which will be selected to be sampling is 30 students' representatives of 195 students. Techniques and collection data of this study using observations, questionnaires and interviews before performing data analysis.

The results showed that English teacher at the second grade of SMPN 2 Pinrang, if analyzed pedagogic competence can be expressed already have good pedagogic competence this can be seen from the way teacher guide, manage learning, understand learners, make planning and evaluate learners learn result. The student's response when the teachers teach reading using teacher pedagogic competence is in good category. Looking at some of the indicators of the pedagogic aspects that have been carefully studied the average student responds with a good statement.

TABLE OF CONTENTS

Page

CHAPTER I INTRODUCTION

CHAPTER II REVIEW OF RELATED LITERATURE

CHAPTER III METHOD OF THE RESEARCH

CHAPTER IV FINDING AND DISCUSSIONS

CHAPTER V CONCLUSION AND SUGGESTION

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

LIST OF APPENDICES

No	Title of appendices
1	Instrument of Questionnaire
2	Instrument of Interview
3	Instrument of Observation
4	Documentation

CHAPTER I

INTRODUCTION

1.1   Background

Reading is the important skill in learning English. Through reading, the students can improve their knowledge which is needed for continuing personal growth and adapt the change in the world. In order to, the students can get much new information through the book, newspaper, magazine, etc.

Reading for comprehension is skill involves absorbing the content of the text. The students cannot look for specific points only, but rather than it, we need to get and overall understanding of the text. Comprehension is much needed to understand the meaning of the text or written information. In order word, the students cannot get the purposes or massagers of author without comprehension properly. The comprehension of this case means the ability of students to paraphrase, explain, summarize and make prediction. Reading is not phonics, vocabulary, syllabication or other skill, as useful as these activities may be the main of reading is a transaction between the words of an author and the mind to the reader, during which meaning is constructed. This means that the main goal of the reading instruction must be comprehension. Therefore, the researcher want to students to understanding what is on a page.[1]

---

[1]Yulian, sri, *the using of derected reading activity strategy to improve the reading comprehension*(2012), p2.

In fact, many students are lazy to read a book by the reason of have not enough time, make boring, and etc. but actually, the students have to know that reading has many purposes. Not only be get new information but the purpose of reading is to arrange ideas. When the students find such difficulties, they may read some books to enlarge and recognize their ideas as good as possible. Besides that, the purpose of reading is be solve problems and make a relax.

Teaching reading to English learners is exciting for teachers who have the ability to perform it. The teachers have skills and competence to apply the appropriate teaching strategies and method which can motivate their students to enjoy the printing materials they distribute.[2]

Pedagogical competence refers to performance, knowledge and skill in teaching and teach, thus it includes teachers' capability to manage the teaching and learning process from the planning to the evaluation stages. Accordingly, Indonesia government policy and regulation defined teachers' pedagogical competence as the understanding of basic education, students, curriculum development, lesson plans, dialogical teaching and learning process, learning evaluation, and student's potential developments. Furthermore, teaching quality is related to the teachers' pedagogical content knowledge, which includes content knowledge, effective teachings, and the knowledge on how students learn the content. The implication of pedagogical content knowledge is applicable in the daily teaching, such as maintaining students' motivation, subject related attitudes, and other forms of students development. Accordingly teacher are supposed to

---

[2]Maryam, *Improving Reading Comprehension of the Second Year Students of Ma PpNurulHaqBentengLewoSidrap Through Critical Reading* (2012), p. 2.

plan the lesson and pedagogical activities based on the students' learning style, prior knowledge, information retrieval style, cognitive needs, learning motivations, and social interaction style.[3]

The English teacher of eighth grade students at SMPN 2 Patampanua may be declared to have fulfilled pedagogical competency standard because the teacher is a graduate of Tarbiyah Faculty (IAIN), and has attended various upgrading and teacher science. In general, English teachers have mastered the field of studies that he built and things related to the learning process. But in reality teachers in implementing learning in the subjects of English (reading) cannot allocate time well and some students there who cannot show the maximum learning achievement.

According to the researcher's observation from students of junior high school, many students failed in reading comprehension test because the text of the test have lots of unfamiliar word, so make them give up easily in reading. It is also making slow down their reading speed. Student feel stressful in reading, never enjoy reading and failed in reading comprehension test.

Based on the problem above the researcher concludes a research under the title "The Analysis of Teacher's Pedagogical Competence to Teach Reading Comprehension at the second grade students of SMPN 2 Pinrang."

---

[3]Syahruddin, Andi Ernawati, Muh. Nasir Ede, *Teacher' Pedagogical Competence in School-Based Management* (2013), p. 214-215.

1.2 Problem Statement

Based on the description above, the problem statement can be formulated:

1.2.1 How does the application of teacher's pedagogical competence to teach reading comprehension at the second grade students of SMPN 2 Pinrang?

1.2.2 How is students' response to the pedagogical competence of their teachers in teaching reading comprehension at the second grade students of SMPN 2 Pinrang?

1.3 The Objective of Research

Based on the statement above, the objective of the research was

1.3.1 To find out the application of teacher's pedagogical competence to teach reading comprehension at the second grade students of SMPN 2 Pinrang.

1.3.2 To find out how is students' response to the pedagogical competence of their teachers in teaching reading comprehension at the second grade students of SMPN 2 Pinrang.

1.4 Significant of the Research

1.4.1 This research is expected to deliver and add references, materials, literature, particularly about the teacher's pedagogical competence to teach reading comprehension.

1.4.2 To add insight and deepen knowledge in the review of the Analysis of Teacher's Pedagogical Competence to Teach Reading comprehension against the learners.

1.4.3 As a reference point for subsequent researchers that have similarities with what is examined by researchers

CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Previous Related Research Finding

Some researchers have observed and find the result related to the reference especially in reading comprehension that has been carried. Some of their findings are as follow:

Sri Gading, "Using contextual teaching and learning to improve the reading comprehension at the second year students of MTs. Muhammadiyah Biloka" the researcher concluded that using contextual teaching and learning can improve the reading comprehension at the second year students of MTs. Muhammadiyah Biloka. The classification of the students ability that t-test is higher than t-table.[4]

Sahadina, "Application of the direct method to improve reading comprehension of the second year students of SMP Negeri 1 Pamboang" the write concluded that application of the direct method was able to improve reading comprehension of the second year students of SMP Negeri 1 Pamboang.[5]

Based on the statement above, the researcher concludes that it has a number of factors and between the reader and the text should interact with each other such as pedagogical competence. Thus pedagogical competence can be used

---

[4]Sri gading, *Using contextual teaching and learning to improve the reading comprehension at the second year students of MTs. Muhammadiyah Biloka*, (2012), p. vi

[5]Sahadina, *application of the direct method to improve reading comprehension of the second year students of SMP Nigeri 1 Pamboang*, (2013), p. vi

in knowing the relation between reading comprehension and pedagogical competence.

2.2 Some Pertinent Ideas

2.2.1 Definition of Pedagogical Competence

Competence is not acquired suddenly but through efforts to learn continuously and systematically both in the pre occupation (education teacher candidates) and during the occupation, which is supported by the talent, interest and potential teacher other than each of the individual concerned.[6]

Pedagogic is the science or art of teaching kids, the learning process centered on the teacher or teachers. Pedagogical Competence is one type of competence indispensable controlled by the teacher. Pedagogical competence is basically the ability of teachers to manage the education of students. Pedagogical competence is distinctive competencies, which will differentiate teachers to other professions and will determine the level of success of the process and learning outcomes learners.[7]

This Aspect of Pedagogical Competence 2.2.1.1

In connection with the activities Teacher Performance Assessment, there are 7 (seven) aspects and 45 (forty five) indicators relating pedagogical competence

---

[6]Aspekdan indicator kompetensi pedagogic guru. Hhtps//akhmadsudrajat.word press.com/2012.

[7]RahmatHidayat, *Pedagogikritis: sejarah, perkembangan, danpemikiran*, (Cet. 1. Jakarta: RajawaliPers, 2013) h. 275

mastery according to Akhmad Sudrajat. The following are the seven aspects of pedagogical competence and its indicators:

1. Mastering the characteristics of learners.

Teachers were able to record and use information about the characteristics of learners to assist the learning process. This characteristic is related to the physical, intellectual, social, emotional, moral, and socio-cultural background:

   a. Teachers can identify learning characteristics of each learner in the class,

   b. Teachers ensure that all learners have the same opportunity to actively participate in learning activities,

   c. Teachers can set up classes to provide equal learning opportunities for all learners with physical abnormalities and different learning abilities,

   d. Teachers try to find out the causes of deviant behavior of learners to prevent such behavior does not harm other learners,

   e. Teachers help develop the potential and overcome the shortcomings of learners,

   f. Teachers pay attention to learners with specific physical weakness in order to be able to keep learning, so that students are not marginalized (excluded, teased, embarrassed, etc.).

Dominates learning theory and principles of learning that educates. 2.

Teachers were able to establish a variety of approaches, strategies, methods, and techniques to educate creative learning in accordance with the standards of

teacher competence. Teachers were able to adjust teaching methods according to the characteristics of learners and motivate them to learn:

a. Teachers provide opportunities for learners to master the learning material according to age and ability to learn through the learning process and activity settings are varied,

b. Teachers always ensure learners' level of understanding of the specific learning material and adjust the next learning activities based on the level of understanding,

c. Teachers can explain the reason for the implementation of the activity / activities done, whether favorable or different to the plan, related to successful learning,

d. Teachers use a variety of techniques to motivating willingness of learners,

e. Teachers plan learning activities that are related to one another, having regard to the purpose of learning and the learning process of students,

f. Teachers pay attention to the response of learners who do not / do not understand the material being taught learning and use it to improve the design of the next study.

3. The development of the curriculum.

The teacher is able to create a syllabus in accordance with the most important goals of curriculum and use RPP accordance with the objectives and the learning environment. Teachers were able to choose, prepare and organize the learning materials that fit the needs of learners:
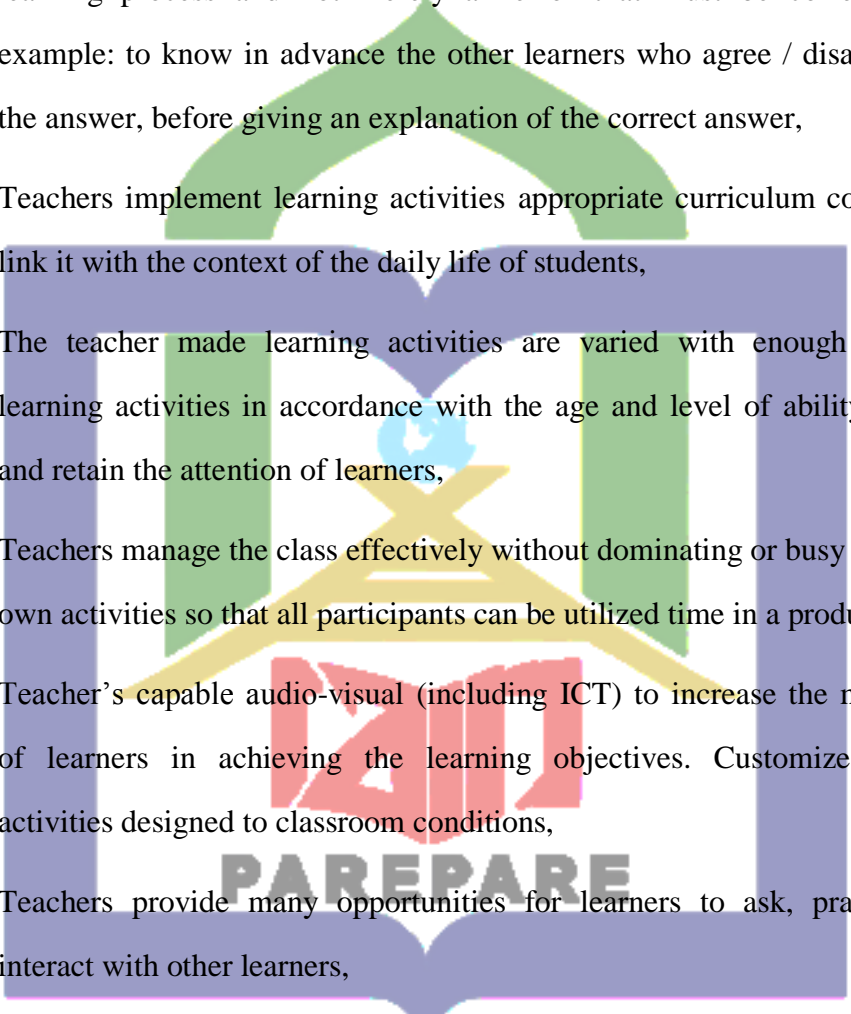
a. Teachers can create a syllabus in accordance with the curriculum,

b. Teachers design a learning plan in accordance with the syllabus to discuss specific teaching materials so that learners can achieve basic competency set,

c. Teachers follow a sequence of learning materials with attention to the learning objectives,

d. Teachers choose teaching materials that: (1) in accordance with the purpose of learning, (2) accurate and up to date, (3) in accordance with the age and abilities of learners, (4) can be implemented in the classroom and (5) within the context of daily life -day learners.

4. The learning activities that educate.

Teachers were able to develop and implement an educational lesson plan in full. Teachers were able to carry out learning activities that correspond to the needs of learners. Teachers are able to develop and use a variety of learning materials and learning resources in accordance with the characteristics of learners. If relevant, teachers utilize information communication technology (ICT) for the sake of learning:

a. Teachers implement learning activities in accordance with the draft that has been prepared in full and the implementation of these activities indicate that teachers understand the purpose,

b. Teachers implement instructional activities that aim to help the learning process of students, not to test so as to make the students feel depressed,

c. Teachers communicate new information (e.g. additional material) according to age and level of ability of learners,

d. Teachers address the mistakes made by the students as the stages of the learning process and not merely an error that must be corrected. For example: to know in advance the other learners who agree / disagree with the answer, before giving an explanation of the correct answer,

e. Teachers implement learning activities appropriate curriculum content and link it with the context of the daily life of students,

f. The teacher made learning activities are varied with enough time for learning activities in accordance with the age and level of ability to learn and retain the attention of learners,

g. Teachers manage the class effectively without dominating or busy with their own activities so that all participants can be utilized time in a productive,

h. Teacher's capable audio-visual (including ICT) to increase the motivation of learners in achieving the learning objectives. Customize learning activities designed to classroom conditions,

i. Teachers provide many opportunities for learners to ask, practice and interact with other learners,

j. Teachers organize learning activities in a systematic implementation to help the learning process of students. For example: teacher add new information after evaluating the students understanding of the previous material, and

k. Teachers use teaching aids, and / or audio-visual (including ICT) to enhance learning motivation learners in achieving the learning objectives.

5. Development of potential learners.

Teachers are able to analyze the learning potential of each learner and identify development potential of learners through learning program that supports students actualize their academic potential, personality, and creativity until there is clear evidence that the students actualize their potential:

a. Teachers analyze the results of learning based on any form of assessment of each learner to determine the level of progress of each.

b. Teachers design and implement learning activities that encourage learners to learn according to skills and individual learning patterns.

c. Teachers design and implement learning activities to bring the power of creativity and critical thinking abilities of learners.

d. Teachers actively assist learners in the learning process by giving attention to each individual.

e. Teachers can identify correctly about the talents, interests, potential and learning difficulties each learner.

f. Teachers provide learning opportunities to learners in accordance with their way of learning.

g. Teachers focus on the interaction with the students and encouraged to understand and use the information submitted.

6. Communication with learners.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Teachers are able to communicate effectively, empathetic and polite with learners and be enthusiastic and positive. Teachers are able to provide complete and relevant responses to any comments or questions learners:

a. Teachers use questions to find understanding and maintain the participation of learners, including providing open-ended questions that require students to respond with ideas and knowledge.

b. Teachers pay attention and listen to all the questions and the responses of learners, without direct, unless necessary to help or clarify any questions / responses are.

c. Teachers respond to questions that learners are accurate, correct and up to date, appropriate learning objectives and curriculum content, without embarrassing him.

d. The teacher presents the learning activities that can foster better cooperation between all students.

e. Teachers listen and give attention to all learners answer either true or that is considered wrong to gauge the level of understanding of learners.

f. Teachers pay attention to the questions of students and respond in a complete and relevant to eliminate confusion on the learner.

7. Assessment and Evaluation.

Teachers were able to conduct assessment process and the learning outcomes on an ongoing basis. Teachers conduct an evaluation of the effectiveness of the process and result of learning and using the assessment and evaluation of information for designing remedial and enrichment programs. Teachers were able to use the results of assessment in the learning process:

a. Teachers prepare an appropriate assessment tools to the learning objectives to achieve a certain competence as written in the lesson plan.

b. Teachers carry out assessment with different techniques and types of assessment, in addition to formal assessment carried out of the school, and announce the results and implications for the learners, on the level of understanding of the learning materials that have been and will be studied.

c. Teachers analyze the results of the assessment to identify topics / competencies tough basis in order to know the strengths and weaknesses of each learner for both remedial and enrichment.

d. Teachers utilize feedback from learners and reflect to further enhance learning, and can prove it through notes, journals learning, learning design, additional materials, and etc.

e. Teachers take advantage of the results of the assessment as drafting learning materials will do next.[8]

2.2.2 Definition of Reading

Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson, Peters, Weber, & Roeber, 1987, citing the new definition of reading for Michigan).[9]

---

[8]Aspek dan indicator kompetensi pedagogic guru. Hhtps//akhmadsudrajat.word press.com/2012.
[9]Houghton Mifflin company. *Definitions of reading and word identification*. 1987.

"A person may read for many different reasons. He may read may pleasure that he wants from the authorizes use of words. A reader may want to gain information about people, things, or events. He may want to share experience of his friends or associates to these are presented to him in letterform. However, of those objectives of reading, the most important one is to get information from written word. Reading is one of ten described as getting trough from the printed."

According to Parel and Jain, reading is an important activity for expanding knowledge of certain subjects. They can catch what texts tell about.

Wixon, Peters, Weber in Patila, conclude that reading as the process of constructing meaning through the dynamic interaction among: (1) the reader's exiting knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

Based on definition above, it can be concluded that reading is a process to getting information of constructing meaning from the message conveyed through writing symbols. The eyes receive message and the brain then has to work, the significance results of the message understands and knowledge of what has been read.

2.2.2.1 Definition comprehension

Comprehension is always directed and controlled by the need and purposes for writer/ reader. Therefore, the reader cannot write with good comprehension if the subject of the text is beyond the readers' context of knowledge. Comprehension as the act understanding the meaning of pointed or spoken language with the ability to perceive and pronounce words with reference to their meaning, this stressed here as the understanding of spoken and writing language.

---

[10]WadiahDjauhar. *Reading instruction that works*. The case for balanced Instruction (new York: the Guilford, 1973) P. 414

[11]Parel and Jain, *English language teaching*. (Jaipur: sunrise publisher, 2008), p. 113-114

"Comprehension is the relation of comprising something, he admired the inclusion of so many ideas is a such a short work. It is the act of fact of grasping the meaning nature, or importance of understanding, the knowledge that is acquired in this way, capacity to include, logic the sum of meanings and corresponding implications interested in a term".[12]

From the explanation above the writer tries to conclude that reading comprehension is understanding a text that is read or the process of constructing from a text. Reading comprehension as composed of a multiple number of skills and abilities that are interrelated and interdependent.

2.2.2.2 Definition of reading comprehension

There is some sense reading comprehension according to expert that is as follows:

Clara Wong Kee states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process instead, it is an active two-way process I which the reader and the text interactive.[13]

According to Harris, three importance factors have contribution to comprehensive of reading. They are knowledge of vocabulary used in context, general intelligent of the readers, and the experience of prior knowledge in reading comprehension.[14]

---

[12]En. Wikipedia. *Org/wiki/readingcomprehension/mayer,p. accessed on april 1 st*, 2017

[13]http://yoyoii.blogspot.com/2011/06/definition.reading.comprehension.html. Accessed on march 20, 2017.

[14]http://creationbrain.blogspot.com/2012/08/models-of-teaching-process.html. Accessed on april 2, 2017.

2.2.2.3 Teaching Reading Comprehension

Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences as gray in Pareland Jane's statements.[15]

Kimble and Garmezyin brown assumed that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.[16]

"According to Nunan, many reading instruction programs more emphasize in testing reading comprehension than teaching reader how to comprehend. Monitoring comprehension is essential to achieve successful reading. Part of a monitoring process includes verifying that the necessary adjustments when meaning neither is nor obtained."[17]

Cognition can be defined as thinking. Metacognition can be defined as thinking about someone's thinking. In order to teach for comprehension, readers should monitor their comprehension process and be able to discuss with the teacher and/ or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills. It is an excellent technique for engaging students in meaningful cognitive and metacognitive interaction with texts and for assisting students in the process of constructing meaning from texts.

Beck et al. in Nunan emphasized that this activity is to be done during the reading process, not after reading. The approach needs that the teacher models the reading behavior of asking questions in order to make sense of what is being

[15]Parel and jain, *English language teaching* (jaipur: sunrise publisher, 2008), p. 114.

[16] Douglas, *principles of language and teaching, (new York: pearson education*, 2000), p. 75.

[17]Nunan, *language teaching methodology*, (Sydney: prentice hall, 2003), p. 75

read.[18]Students learnt to engage with meaning and develop ideas rather than retrieve information from the text. This technique is the kind of activity that teachers should engage their students to be in the learning process rather than asking them to read a passage and then testing reading comprehension of the material. The implementation of this approach engages the teacher and readers in queries about the text as the material is being read.

2.2.2.4 Kinds of reading

There are five kinds of reading according to Nuttal as follow;

2.2.7.1 Loudly reading

Reading aloud is a kind of reading that expressed orally every word in the text. It aims to improve he students' ability in pronouncing the word. Stressing the words and having a good intonation about every sentence in the passage. The student who involve in reading aloud activity will get progress because they themselves always measures their own skill of pronouncing and stressing the words that shown by teacher in reading aloud activity.

Silently Reading 2.2.7.2

Silently reading reinforces the reader to find out the meaning of the words. This kind of reading leads the reader to better comprehension. This reading is a skill to criticize what is written to discusses something written means to draw inference and conclusion as to tell new idea on what is read.

---

[18]Nunan, *language teaching methodology*, (Sydney: prentice hall, 2003).

2.2.7.3 Speed reading

Speed reading is used to improving speed comprehension in reading. This must run side by side with the main purpose of reading that is comprehension. It depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.

2.2.7.4 Extensive

Extensive reading is used to obtain a general knowledge of business procedures. Do not worry if you understand each word. *Example of extensive reading*; (a) The latest marketing strategy book (b) A novel you read before going in bed (c) Magazine articles that interest you.

2.2.7.5 Intensive

Intensive reading is used in shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand that you understand each word, number or fact. *Example of intensive reading*; (a) A book keeping report (b) An insurance claims (c) A contract. [19]

---

[19]Nuttal Christine, *teaching reading skill in a foreign language*, (London, heineman international publishing 1982). P. 17.

2.2.2.5 Strategies of Reading

Students need to use many complex reading strategies to develop into proficient readers in the junior grades. Farstrup in Nunanindicated that many students whowere good readers in the primary grades will nonetheless struggle to read in the junior grades if they don't learn the comprehension skills to deal with the more complex text formats, text features and genres they experience.[20]

The skill of reading becomes a more sophisticated process as students must learn to apply a variety of reading achievement, students must learn to apply a variety of reading strategies which is consisted I six strategies. The following subsections describe each of Duke and Pearson's six strategies prediction, think-aloud, using text structure, using visual cues, summarization, and answering and questioning. There is evidence to suggest that these skills are important and necessary reading achievement skills. Fountas and Pinnell in Nunan described the same reading strategies.[21]

1. Prediction.

Reader need to ask questions about what they are about to read, and to relate what they read to their prior knowledge. Using prediction skills, such as looking at the illustrated cover or discussing the title of a work, can help readers to make a link to relate works. This is important, as prior knowledge help readers to make sense of new readings. By activating prior knowledge, students can make connections about

---

[20]Nunan, *language teaching methodology*, (Sydney: prentice hall, 2003), p. 99

[21]Nunan, *language teaching methodology*, (Sydney: prentice hall, 2003), p. 103

the new information as they read it. This also helps readers to organize the content into a logical framework for learning.

2. Think-alouds.

Think-alouds help reader to understand the thought processes of a competence reader. Proficient readers think aloud as they read to show they make meaning of a text. For example, a teacher might say, "I think the author wanted me to see a picture in my mind when I read that paragraph." This is an excellent way to teach students to make inferences as they read. Thinking about how one reads is a reads is an example of using metacognition skills to improve one's learning.

Think-alouds provide examples of an effective reader using metacognition strategies to solve problems. It also helps the struggling reader see that proficient reader are actively engaged in the text and are not simply reading the words.

3. Using text structure.

Most readers understand the components of fiction better than the elements of a non-fictional text only because they have more experience reading fictional texts. Readers must be familiar with a variety of text forms and features to aid their comprehension of that genre of text. Understanding the components of a narrative from provides the framework for global understanding. For example, a student knew what to expect when reading a fairytale.

There would be a clash between good and evil, and the plot would have a happy conclusion. Providing students with opportunities to work with adventures,

mysteries, science fiction and other genres helps reader recognize the component of various genres, which aids in comprehensions.

Students must also know how the features of a variety of text forms can be utilized to improve their understanding of the material. For example, students who can effectively use the index and glossary of a non-fiction text will complete a more thorough research project; students who know how to notice headings and skim read for pertinent information, are better able to focus on specific questions. Being familiar with the structure of a text helps the readers to organize the information and improves their level of comprehension.

4. Using visual cues.

Using a visual to facilitate understanding is another reading that improves the reader's understanding of a text. Graphic organizers such as a Venn diagram (used for comparing) or story webs (where ideas are placed in boxes or bubbles), all help a reader to "see" what he/she has learned. It helps a reader to relate to the text and improves comprehension levels.

Visualization cues may also be used to self-monitor for understanding. For example, a fluent reader should see a "movie" running through his or her mind when reading. If the movie or mind pictures stop, then the text is too different or the reader is not engaged. Seeing an image when reading is a useful self-cheek for readers to gauge the speed with which they read. Fluent readers are also to visualize as they read. Fluency and comprehension are positively.

5. Summarization.

The ability to retell the key points of a text in a logical sequence and hold these details in memory is an important comprehension strategies called summarization. Often the key points are needed later in the text to make sense of what is read. For example, a small but important detail may help a reader to solve the mystery in the novel. Being able to summarize information effective is an invaluable skill for readers of all ages.

6. Questioning.

Good readers ask questions about what they read, as they self-monitor foe understanding. They ask questions of themselves, of their peers and of their teachers. Pausing to ask questions is part of the reading process.

The ability to make inferences about what one reads requires higher order thinking skills. Asking questions that star with *how or why* engage the reader. By asking questions of the text, a reader is actively responding with the material to incorporate the new material into his or her schema. Students in the junior grades must be able to use and apply these reading strategies across a variety of texts to be proficient. Successful readers employ all six of these reading strategies so comprehend fully the world around them.

2.3 Conceptual Framework

The conceptual framework of this research is presented the following diagram.

```
┌────────────────────────────┐
│   The English teacher of the │
│   second grade in SMPN 2     │
│          Pinrang             │
└────────────────────────────┘
              │
              ▼
┌────────────────────────────┐
│        Observetion           │
│                              │
│      Questionnairer          │
└────────────────────────────┘
              │
              ▼
┌──────────────────────────────────────────────┐
│ The aspect of teacher's pedagogic competence   │
│ the focus:                                     │
│   1. Dominates learning theory and principles  │
│      of learning that educates.                │
│   2. The development of the curriculum.        │
│   3. The learning activities that educate      │
│   4. Assessment and Evaluation                 │
└──────────────────────────────────────────────┘
```
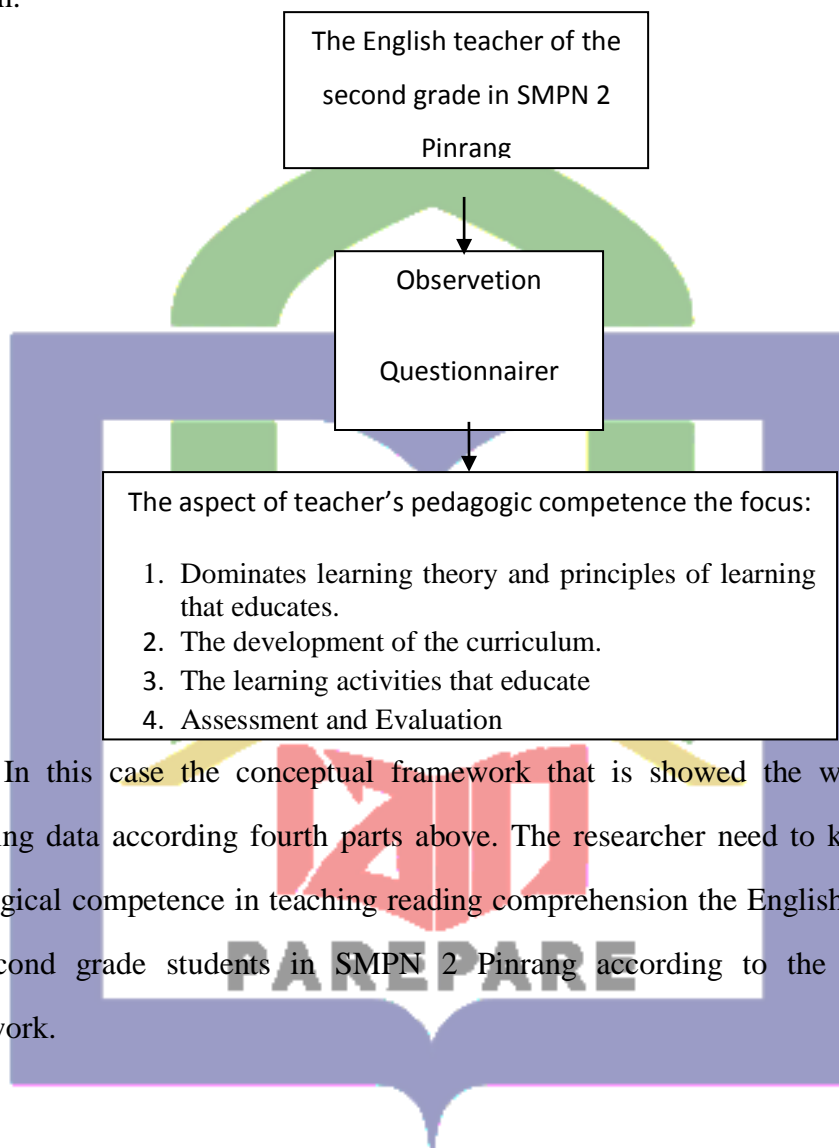
In this case the conceptual framework that is showed the way how to collecting data according fourth parts above. The researcher need to know is the pedagogical competence in teaching reading comprehension the English teacher of the second grade students in SMPN 2 Pinrang according to the conceptual framework.

2.4 Hypothesis

Based on the review of literature and the conceptual framework, the researcher formulates the following hypothesis:

1. Null hypothesis (Ho)

There is no any significant teacher's pedagogical competence in teach reading comprehension at the second grade students in SMPN 2 Pinrang.

2. Alternative hypothesis (Hi)

There is significant teacher's pedagogical competence in teach reading comprehension at the second grade students in SMPN 2 Pinrang.
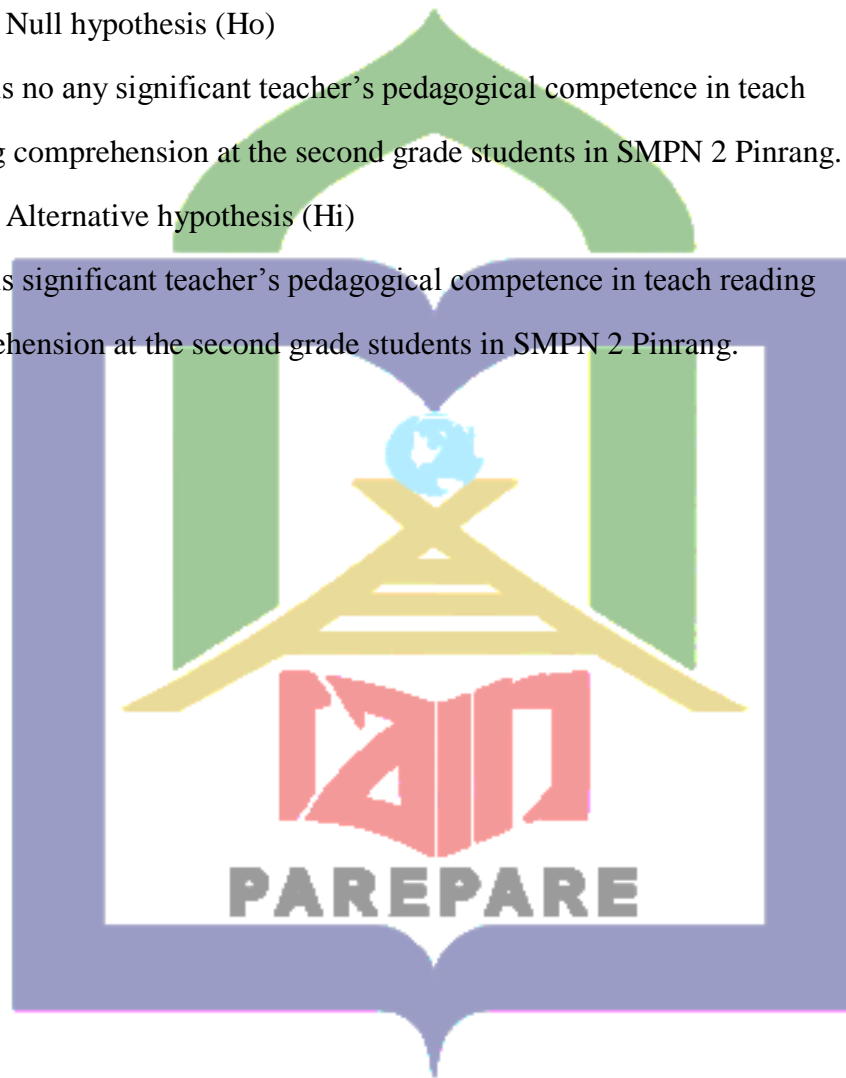
CHAPTER III

METHOD OF THE RESEARCH

3.1   The Research Design

Based on the title of the research study, the type of study is a qualitative research that is descriptive, the data collected in the form of words, pictures instead of numbers. If any numbers, it is only as a supporter.[22]

3.2   Location and Duration of Research

In undertaking this study, the authors direct research location, in order to obtain the data by asking permission to the school principal, also the element associated with the object of research such as teachers, staff and students.

The plan of implementation of the study as follows:

3.2.1 Location Research

The location of research in this research in carried out for the teacher of the second grade students at SMPN 2 Pinrang, District Patampanua, City of Pinrang, South Sulawesi Province.

3.2.2 Time Research

The research activity was conducted at intervals of approximately one month (adjusted to needs).

---

[22]Sudarman Denim, *Menjadi Peneliti Kualitatif*, (cet. I, Jakarta: CV Pustaka Setia, 2002), h. 51

3.4 Population and Sample

3.4.1 Population

Scarvia in Suharsini stated that " a population is a set or collection of all elements possessing one or more attributes of interest".[23] As for the populastion in this study are 4 english teachers and 195 second grade students of SMPN 2 Pinrang.

Tabel. 3.4.1 The total of second grade studendts at SMPN 2 Pinrang.

No	Class	Amount
1.	VIII.1	27
2.	VIII.2	30
3.	VIII.3	27
4.	VIII.4	29
5.	VIII.5	25
6.	VIII.6	30
7.	VIII.7	27
		195

3.4.2 Sample

The sample is part of the population. Thus, the sample is part of the population under study because of the basis for drawing a count in a study. By the

---

[23]Arikunto Suharsini, *Prosedure Penelitian Suatu Pendekatan Praktek.* (Jakarta: PT.Rineka Cipta.1988), p. 115

organizers, to the object of research, it is not done as a whole research only the representative of the population as the object of research.[24]

After the researchers conducted a preliminary survey at the location of the research, the researchers get and decide that the sample take in this study is an English teacher of the second grade. As for representing students, researchers used cluster sampling and which will be selected to be sampling is 30 students in representatives of 195 students.

3.5   Instrument of the Research

Before explaining about the instruments of the study, the researchers first explain about the study variables. The variable of this research is closely related to the research instrument. The variable is defined as everything that is the object of research.

"According Sugiyono, the variable is everything any shape defined by the researchers to be studied in order to obtain information about it, then drawn conclusions."[25]

Therefore, to study the variables, then the required techniques and data collection instruments. As for the technique and used instruments namely:

3.5.1   Observation

Observation is a method of data collection by analyzing and recording systematically conduct regarding behavior by observing individuals or groups

---

[24]Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2004), h. 121

[25]Sugiyono, *metodepenelitianpendidikan, pendekatankuantitatif, kualitatif, dan R&D*, (Cet. XV, Bandung: Alf abeta, 2012), h. 60

directly. This method the researchers used to look firsthand the condition of the field. So that researchers gain a broader picture of the problems studied.[26]

3.5.2 Questionnaire

Questionnaire is an information-gathering technique that allows analysts to examine the attitudes, beliefs, behaviors, and characteristics of some key people within the organization that may be affected by the proposed system or by an existing system.

3.5.2 Interview

The interview is a data collection technique by conducting a conversation with a specific purpose by the two parties, namely the interviewer (interviewer) as complainant / giver questions and interviewed (the interviewee) as giving answer to that question.[27] Authors will use a common user interviews. In this study the authors conducted research directly to the informant, the Subject Teacher at the second grade students of SMPN 2 Pinrang.

3.6   Procedure of Collecting Data

In the techniques of data collection, data collected through different ways:

3.6.1 Observations, namely the method of data collection conducted in the field with the path of direct observation.

3.6.2 Interview, namely data collection by conducting interviews with teachers of English grade eight and other students who can be used as respondents to provide necessary information.

---

[26]Basrowi dan Suwandi, *MemahamiPenelitianKualitatif*, (Jakarta: rinekacipta, 2008), h. 94
[27]Basrowi dan suwandi, *Memahami Penelitian Kualitatif*, h. 127

3.6.3 Questionnaire, a number of questions in the form of a checklist that will be presented to respondents as many as 30 students.

3.7 Technique of Data Analysis

For the thesis study was analyzed with qualitative descriptive analysis techniques with the following approaches:

3.7.1 Inductive analysis is the analysis used to manage data that is specific and then draw conclusions that are general.

3.7.2 Deductive analysis, which is an analysis used to manage data that is general, and then draw conclusions that are special.

3.7.3 Comparative analysis, i.e. the analysis used to compare between some data then draw conclusions or strengthen one of them.[28]

3.7.4 The data collected through the questionnaire and it was analyzed as follows:

Calculating the students score.

Students correct answer

x 100   Score =

The total number of test item

[28]Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Offset, 1999), h. 36

Classification student's score based on the following classification:

Table 3.1 Classification of students score

No	Qualification	Score
1.	Good	40%-80%
2.	Fair	20%-39%
3.	Poor	1%-19%

Source of data: Suharsimi Arikunto, dasar-dasarEvaluasiTahun2015

Calculating the Frequency and percentage of students score by using the following formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency   N = the total number of the students

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 The Application of Teacher's Pedagogical Competence

The results of observation and teacher's interview, the data showed that the applications of teacher's pedagogical competence at the second grade students of SMPN 2 Pinrang are:

1. Interesting and interested students.

Interest is a relative characteristic of a person. This interest has a great impact on learning the reason with someone's interest to do something he loves. While the attention of his nature is sometimes disappeared.

In relation to the above, in line with the English teacher of class eight in SMPN 2 Patampanua suggests that:

"In reading learning, to activate and engage students usually students are asked to read the vocabulary randomly, students are asked to be models (reading the text), students answer questions based on text, and students are asked to specify the word, meaning and form of verbs, properties etc. in the text."[29]

From the above data analysis, the English teacher of class eight can attract students' interest and attention in the teaching and learning process.

Creating a Learning Implementation Plan (RPP) before teaching   2.

---

[29]Samsiah, S.Pd.I, the English teacher of class eight, *interview*, Pinrang 20 November 2017

RPP is a teacher's hand in teaching in the classroom. RPP is created by the teacher

to assist her in teaching to conform to the Basic Competence and Competency Standards at

the time of teaching.

In relation to the above, parallel to the statement of the English teacher of class

eight SMPN 2 Patampanua suggests that:

"Yes, before teaching first make the lesson plan, because RPP is the first form of
teaching objectives."[30].

The above description also illustrates the results of the observations of the

researchers, while the steps undertaken by English teacher of class eight in making RPP

that there are standards of competence, basic competence, indicator, type of text, theme,

time allocation, learning objectives, learning materials, learning steps, and assessment.

From the data analysis above, it can be stated that the English teacher of class eight

always make the lesson before the learning process begins.

4.1.1 The students' response toward teacher's pedagogical competence in teaching

The results of observation, student's interview, teacher's interview and

questionnaire, the data showed that the students' response of teacher's pedagogical

competence at the second grade students of SMPN 2 Pinrang is:

1. Ability to guide learners

Teachers as educators are expected to increase their role especially to students who

need help from the problems they face, especially in the scope of education which in turn

---

[30]Samsiah S.Pd.I, the English teacher of class eight, Interview, Pinrang 20 November 2017

will be able to integrate itself within the scope of education which in turn will be able to integrate itself in facing the future.

In relation to these abilities, the English teacher of class eight in providing guidance has not been maximized; this can be seen from the questionnaire results, which are contained in the table:

Table 4.1.1 Master's Ability in Guiding Learners.

No	Response	Frequency	Percentage
1.	a. Good	25	83%
	b. Fair	5	17%
	c. Poor	-	-
		30	100%

Data Source: Tabulation Questionnaire, item 1

The table 4.1.1 above shows that English teacher of grade eight in guiding learners are expressed frequently, where the number of respondents who answered good as many as 25 people or 83%, although there are 5 or 17% of which states fair. From the data analysis above, it can be stated that the English teacher of class eight able to guide learners well.

2. Generate student motivation

Teacher's job is to generate student motivation so that he will learn. Motivation can arise within the individual (of his own will) and can also arise from external influences. The effectiveness of teaching class English teachers viii in an effort to generate student motivation is quite successful; this can be seen in the following table:

No	Response	Frequency	Percentage
2.	a. Good	17	57%
	b. Fair		
	c. Poor	13	43%
		-	-
		30	100%

Table 4.2.2 Teachers are able to generate student motivation.

Data Source: Tabulation Questionnaire, item 2

The results of the table 4.1.2 above, also parallel to the description of Rasda one of

the students of grade eight in SMPN 2 Patampanua stating that:

"Teachers in the class often give us motivation at the beginning of the lesson.
Words of motivation that I remember that do not be noisy while learning, in
learning does not ever surrender you always have the spirit."[31]

The above description also illustrates the results of observations of researchers,

where early teacher learning activities motivate students before entering in the core

learning activities. From the data analysis above, English teacher of class eight always give

motivation to student either inside class or outside class.

---

[31]Rasda, one of the students of grade eight SMPN 2 Patampanua, *interview*, Pinrang 20
November 2017

31

3. Managing learning

Table 4.2.3 Teachers manage the learning process well.

No	Response	Frequency	Percentage
3.	a. Good	14	47%
	b. Fair	12	40%
	c. Poor	4	13%
		30	100%

Data Source: Tabulation Questionnaire, item 3

From the table 4.1.3 above can be seen that of 30 respondents, there are 14 or 47% choose the answer English teacher of class eight manage learning well. While choosing a fair answer as much as 12 or 40% of respondents, and who chose poor as much as 4 or 13%.

The above description also illustrates the results of observations of researchers, as for the steps that teachers do when teaching reading such as, preliminary activities, core activities, and closing activities. From the data analysis above, it can be stated that the teacher of English class viii manage the learning well.

4. Allocate Time Effectively and Efficiently

No	Response	Frequency	Percentage
4.	a. Good	17	57%
	b. Fair	13	43%
	c. Poor	-	-
		30	100%

Table 4.1.4 Teachers are able to allocate time effectively and efficiently

Data Source: Tabulation Questionnaire, item 4

From the table 4.1.4 above can be seen that of 30 respondents, there are 17 or 57% choose the answer English teacher of class eight always allocate time effectively and efficiently. While those who choose answers sometimes as many as 13 or 43% of respondents, and who voted never as much as 0 or 0%. From the data analysis above, it can be stated that the English teacher of class eight able to allocate time effectively and efficiently.

5. Teachers teach with polite words.

It is the nature of the teacher to know himself, and to ask his whereabouts and how that relationship and existence exists. It is impossible to appear only in its environment, without knowing its origin. He was really curious about the beginning of his existence. And want to know when and how it happened in this world.

No	Response	Frequency	Percentage

5.	a. Good	14	47%
	b. Fair		
	c. Poor	12	40%
		4	13%
		30	100%

Table 4.1.5 Teachers interact with students using good language.

Data Source: Tabulation Questionnaire, item 5

From the table 4.1.5 above can be seen that of 30 existing respondents, there are 14 or 47% choose answers English teacher of class eight good interact with students using good language. While those who choose answers fair as many as 12 or 40% of respondents, and who voted poor as much as 4 or 13%. From the analysis of the data above, it can be stated that the English teacher of class eight interact with students using good language this is also in accordance with the results of observations made by researchers.

Understand students in teaching and learning process.   6.

Table 4.1.6 Teachers are able to understand students in teaching and learning process.

No	Response	Frequency	Percentage
6.	a. Good	15	50%
	b. Fair		
	c. Poor	15	50%
		-	-
		30	100%

Data Source: Tabulation Questionnaire, item 6

34

From the table 4.1.6 above it can be seen that from the 30 respondents, there are 15 or 50% of the English teacher's answers in the grade eight good in understanding the students in the teaching and learning process. While choosing the answer is fair as much as 50 or 50% of respondents, and who choose poor as much as 0 or 0%.

From the table above, it is also in line with the statement of Nurul Al Sani one of

the students of grade eight of the two who stated that:

"When the teacher explains or explains the material we sometimes understand. Because, at least our understanding of English learning. Especially the lack of vocabulary that made us difficult to understand about the material."[32]

From the analysis of the above data, it can be stated that the English teacher of

class eight able to understand the students in the teaching and learning process.

Teacher's ability to explain material   7.

Table 4.1.7 Teachers Explain The Reading Lesson Material Clearly.

No	Response	Frequency	Percentage
7.	a. Good	9	30%
	b. Fair		
	c. Poor	14	47%
		7	23%
		30	100%

Data Source: Tabulation Questionnaire, item 7

From the table 4.1.7 above can be seen that of 30 existing respondents, there are 9

or 30% of respondents who choose the teacher answers explain the subject matter of

[32]Nurul Al Sani, one of the students of grade eight, *Interview*, Pinrang 20 November 2017

reading well. While choosing a fair answer as much as 14 or 47% of respondents, and who chose the answer is poor 7 or 23%. From the data analysis above, it can be stated that the English teacher of class eight in explaining the material of reading lesson is fair.

8. The ability of teachers to use methods.

Table 4.1.8 Teachers Use Methods in Reading Learning.

No	Response	Frequency	Percentage
8.	a. Good	24	80%
	b. Fair		
	c. Poor	6	20%
		-	-
		30	100%

Data Source: Tabulation Questionnaire, item 8

The table above 4.1.8 shows that the English teacher of class eight in learning always use method, where the number of respondents who answered is good as much as 24 people or 80% of respondents. While the answer is fair as many as 6 or 20% of respondents, and who choose the answer is poor 0 or 0%.

The results of the table above, also parallel with the information of the English teacher of class eight in SMPN 2 Patampanua which suggests that:

"In reading learning, the method used is the method of TPT (three phases technique)."[33]

---

[33]Samsiah, S.Pd.I, the English teacher of class eight, *interview*, Pinrang 20 November 2017

The above description also illustrates the results of observations of researchers, in reading learning, teachers using cooperative learning method of learning. From the data analysis above, the English teacher of class eight always use method in reading study.

Use of media tools or teaching aids.   9.

Media is very important in teaching in relation to student achievement. Thus

teachers are required in using the media effectively and efficiently in an effort to achieve

teaching objectives.

As for knowing how far the ability of English teacher of class eight in using media

or teaching tool, can be known through result of following questionnaire:

Table 4.1.9 Teachers utilize various media and learning resources in reading learning.

No	Response	Frequency	Percentage
9.	a. Good	20	67%
	b. Fair		
	c. Poor	8	27%
		2	6%
		30	100%

Data Source: Tabulation Questionnaire, item 9

The table 4.1.9 above shows that the ability of English teacher of class eight in utilizing various media and learning resources in the learning stated good, where the number of respondents who answered is good as much as 20 people or 67% of respondents.

In relation to the above, Nedi one of the students of grade eight SMPN 2 Patampanua suggests that:

"In reading learning teachers usually use media such as, pen, markers, books and pictures."[34]

The description is in line with the information of the English teacher of class eight

in SMPN 2 Patampanua in terms of the use of media tools and teaching resources namely:

"Yes, it usually uses textbooks and relevant text."[35]

From the data analysis above, it can be stated that the English teacher of class eight

always utilize various media and learning resource in reading learning.

Assessment and evaluation of learning outcomes.   10.

Table 4.1.10 Teachers examine answers and conduct remedial after tests in reading learning.

No	Response	Frequency	Percentage
10.	a. Good	25	83%
	b. Fair		
	c. Poor	5	17%
		-	-
	t	30	100%

Data Source: Tabulation Questionnaire, item 10

From the table 4.1.10 above can be seen that of 30 respondents, there are 25 or 83% of respondents choose the answer English teacher of class eight good check answers and held remedial tests in learning. While those who choose answers are fair 5 or 17% of respondents, and who voted poor 0 or 0%.

---

[34]Nedi, one of the students of grade eight SMPN 2 PATAMPANUA, *interview*, Pinrang 20 November 2017

[35]Samsiah, S.Pd.I, the English teacher of class eight, *interview*, Pinrang 20 November 2017

From the table above, it is also in line with the statement of Nurul Al Sani one of

the students of grade eight of the two who stated that:

"Yes, teachers always give us a task when we finish learning. Typically conversation and group tasks. As for the final exam of the semester, when students get the value below the average will hold remedial. The remedial type repeats the wrong problem".[36]

In relation to the above, parallel to the statement of the English teacher of class

eight SMPN 2 Patampanua suggests that:

"In reading learning after the test, held remedial on students who have low scores, remedial form works on the wrong test questions. The form of evaluation after learning usually asks the students to read the text correctly, whether the use of intonation, pronunciation, fluency, and answer questions related to the text."[37]

From the above analysis, it can be stated that the English teacher always checks the

answers and holds the remedial after the test in reading learning.

11. Assessment of student achievement for teaching purposes

In terms of assigning value to student achievement, teachers are also expected to

collect data on student learning outcomes whenever there is an attempt to evaluate during

the lesson, analyze student learning outcomes and use student learning data, as feedback

for each student to know the steps or what activities do next.

No	Response	Frequency	Percentage
11.	a. Good	20	67%
	b. Fair		
	c. Poor	9	30%
		1	3%

---

[36]Nurul Al Sani, one of the students of grade eight, *Interview*, Pinrang 20 November 2017
[37]Samsiah, S.Pd.I, the English teacher of class eight, *interview*, Pinrang 20 November 2017

	30	100%

Table 4.1.11 Teachers assess student achievement for the purposes of teaching.

Data Source: Tabulation Questionnaire, item 11

The table above 4.1.11 shows that the ability of English teacher of class eight in assessing student achievement for teaching purposes is stated good, where the number of respondents who answered is good as much as 16 people or 54%, although there are 9 people or 30% who answer fair, and there are 1 people or 3% who have poor gotten.

In relation to the above, the English teacher of class eight SMPN 2 Patampanua, suggests that:

"In assessing student learning outcomes, I provide tasks such as, multiple choice and essays. For assessment techniques are usually oral and written tests."[38]

From the data analysis above, it can be stated that the English teacher of grade eight always assess the achievement of student for the sake of teaching.

12.   The assessing learning fairly and wisely.

The teacher of democracy in giving judgment, because it is credibility as a teacher. Evaluation is one of the most complex aspects of learning, because it involves multiple backgrounds and relationships, and other variables that have meaning when it comes to a context that is almost inseparable from the point of judgment. No learning without judgment, because assessment without process determines the quality of learning, or the process of determining and determining the level of achievement of learning goals by learners.

---

[38]Samsiah, S.Pd.I, the English teacher of class eight, *interview*, Pinrang 20 November 2017

No	Response	Frequency	Percentage
12.	a. Good	12	40%
	b. Fair	17	57%
	c. Poor	1	3%
		30	100%

Table 4.1.12 Teachers assessed the learning process of reading fairly and wisely.

Data Source: Tabulation Questionnaire, item 12

From the table 4.1.12 above it can be seen that from 30 respondents, there are 12 or 40% of respondents choose the answer teacher of English teacher of class eight good assess the learning process with fair and wise. While those who choose answers fair 17 or 57% of respondents and who voted for answers were poor as much as 1 or 3%. From the above analysis, it can be stated that the English teacher of class eight fair assess the learning process of reading with fair and wise.

No	Response	Frequency	Percentage
13.	a. Good	16	54%
	b. Fair	13	43%
	c. Poor	1	3%
		30	100%

Table 4.1.13 Students Read English Subtitles During Reading Learning.

Data Source: Tabulation Questionnaire, item 13

41

From the table 4.1.13 above can be seen that from 30 respondents, there are 16 or 54% of respondents answers English teachers good ask students to read the text at the time of learning, while those who choose answers fair as many as 13 or 43% of respondents, and who chose not poor as much as 1 or 3%.

In connection with this, parallel to the statement Nedi representative of the grade class SMPN 2 Patampanua argued that:

"In reading learning, teachers often give us the task of reading text, ordinary tasks or groups, such as conversation tasks, reading diaries, and stories."[39]

From the above data analysis, it can be stated that learners always read English text at the time of reading learning in school. Although there is 1 or 3% who states never read English text.

Table 4.1.14 after studying reading, have you successfully read English sentences fluently?

No	Response	Frequency	Percentage
14.	a. Good	10	33%
	b. Fair		
	c. Poor	13	44%
		7	23%
		30	100%

Data Source: Tabulation Questionnaire, item 14

---

[39]Nedi, one of the students of grade eight SMPN 2 Patampanua, *interview*, Pinrang 20 November 2017

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

From the table 4.1.14 above can be seen that from 30 respondents, there are 10 or

33% of respondents choose the answer successfully students can read English text

smoothly after studying reading. While those who chose the answer quite successfully as

much as 13 or 44% of respondents and who chose unsuccessful answers 7 or 23% of

respondents.

In relation to the above, Nurul Al Sani one of the students from grade eight SMPN

2 Patampanua, suggests that:

"In reading the English text that makes it difficult for us is the pronunciation, where the writing is different from the words and we have difficulty memorizing the meaning."[40]

The description is in line with the information of English teacher of class eight

SMPN 2 Patampanua in terms of difficulties experienced by students in reading lessons

are:

"In the reading lesson, the difficulty experienced by students when reading the English text is less fluent in pronunciation and pronunciation influenced by the local dialect."[41]

The data is in accordance with what researchers have observed where not all

learners are able to read the English text smoothly.

4.2   DISCUSSIONS

Before the researchers explain about the results of research then first researchers

describe that pedagogical competence of teachers is a combination of knowledge, skills,

values and attitudes reflected in the habit of thinking and acting. Competence is defined as

---

[40]Nurul Al Sani, one of the students of grade eight SMPN 2 Patampanua, *interview*, Pinrang 20 November 2017

[41]Samsiah, S.Pd.I, the English teacher of class eight, *interview*, Pinrang 20 November 2017

the knowledge, skills, and abilities possessed by a person who has become a part of himself, so that he can perform cognitive, effective, and psychometrics behaviors as well as possible.

After the researchers conducted the analysis then the researchers will describe some of the results of research that has been done in accordance with the guidelines of research that has been used from the questionnaire used in English teachers, in reading lessons at the second grade students of SMPN 2 Pinrang. If analyzed its pedagogical competence, it can be argued that it has good pedagogical competence. This can be viewed from the way teachers guide, manage learning, understand students, make plans and evaluate student learning outcomes.

Although there are some statements which say that pedagogical competency of English teacher at the second grade students of SMPN 2 Pinrang is fair. The first, the ability of teacher to explain the material, where the teacher is unable to explain the material of reading lesson clearly. Second, assessing the learning of reading with fair and wise. And finally, the number of learners who do not successfully read the English text smoothly.

The students' response at the second grade students of SMPN 2 Pinrang when the teacher toward teacher's pedagogical competence in teaching is in good category. Looking at some of the indicators of the pedagogical aspects of competence that have been meticulously the average student responds with a good statement.

In connection with the activities Teacher Performance Assessment, there are 7 (seven) aspects and 45 (forty five) indicators relating pedagogical competence

mastery according to Akhmad Sudrajat. But in this study the researchers focused only 4 aspects, namely; the first, Dominates learning theory and principles of learning that educates, Teachers were able to establish a variety of approaches, strategies, methods, and techniques to educate creative learning in accordance with the standards of teacher competence. The second, the development of the curriculum. The teacher is able to create a syllabus in accordance with the most important goals of curriculum and use RPP accordance with the objectives and the learning environment. The third, the learning activities that educate. Teachers were able to develop and implement an educational lesson plan in full. Teachers were able to carry out learning activities that correspond to the needs of learners. The finally, Assessment and Evaluation. Teachers were able to conduct assessment process and the learning outcomes on an ongoing basis. Teachers conduct an evaluation of the effectiveness of the process and result of learning and using the assessment and evaluation of information for designing remedial and enrichment programs. So the 4 aspects of pedagogical competence of this teacher should be applied in teaching reading comprehension for effective learning and can be expressed teachers have good pedagogical competence.

So looking from the above research results with 4 aspects can be stated that the pedagogical competence of English teachers in the eighth grade in teaching reading comprehension in SMPN 2 Patampanua is good. This can be viewed from the way teachers guide, manage learning, understand students, make plans and evaluate student learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

Based on the analysis that has been described in this thesis, discussed about "The Analysis of Teacher's Pedagogical Competence to Teach Reading Comprehension of the second grade students at SMPN 2 Pinrang", it can be drawn conclusion as follows:

5.1.1 English teacher of the second grade students at SMPN 2 Pinrang, if analyzed pedagogical competence can be expressed already have good pedagogical competence this can be seen from the way teacher guide, manage learning, understand learners, make planning and evaluate learners learn result. Although there are some statements which say that pedagogical competency of English teacher of the second grade students at SMPN 2 Pinrang is good enough, the first, the ability of teacher to explain the material, where

46

teacher less able to explain the subject matter of reading clearly. Second, assessing the learning of reading with fair and wise. And finally, the number of learners who don't successfully read the English text smoothly. The obstacles experienced by the teacher concerned when teaching reading learning is the lack of facilities and infrastructure in schools that can be used such as tape recorders, language laboratories, etc.

5.1.2 The students' response of the second grade students at SMPN 2 Pinrang when a teacher toward teacher's pedagogical competence in teaching is in good category. Looking at some of the indicators of the pedagogical aspects of competence that have been meticulously the average student responds with a good statement.

5.2 Suggestions

Although the results show that pedagogical competence of English subject teachers in the second grade students at SMPN 2 Pinrang is good. But as a suggestion would be better if improved again in providing guidance to learners.

To the manager in the state SMPN 2 Pinrang for the results of this study can be made into input or reference policy in order to improve pedagogical competence of teachers in the school.

To teachers of English subjects in grade eight should be aware of the role and function where the teacher should pay more attention to their professionalism, because it is the responsibility and have the orientation of the hereafter world. Teachers are not only responsible for intellectually protective students but teachers also have a responsibility to instill values and morals. Therefore, this responsibility requires teachers to be always professional in their performance.

BIBLIOGRPY

Aspek dan indicator kompetensi pedagogic guru. Hhttps//akhmadsudrajat.word press.com/2012.

Company, Houghton Mifflin. 1987.*Definitions of Reading and Word Identification*.

Christine, Nuttal. 1982.*Teaching Reading Skill in A Foreign Language*, (London, heineman international publishing).

Djauhar, Wadiah. 1973.*Reading instruction that works*. The case for balanced Instruction (new York: the Guilford)

Douglas. 2000.*Principles of Language and Teaching, (New York: Pearson education*).

Denim, Sudarman. 2002.*Menjadi Peneliti Kualitatif*, (cet. I, Jakarta: CV Pustaka Setia).

Ede, Muh. Nasir,Syahruddin, Andi Ernawati. 2013.*Teacher' Pedagogical Competence in School-Based Management*.

En. Wikipedia.2010. *Org/wiki/readingcomprehension/mayer,p.* accessed on march 1.

http://yoyoii.blogspot.com/2011/06/definition.reading.comprehension.html. Accessed onmarch 20, 2017.

http://creationbrain.blogspot.com/2012/08/models-of-teaching-process.html.Accessed on april 2, 2017.

http://yoyoii.blogspot.com/2011/06/definition.reading.comprehension.html. Accessed onmarch 20, 2017.

Hidayat, Rahmat. 2013. *Pedagogi kritis: Sejarah, perkembangan, dan pemikiran*, (Cet. 1. Jakarta: Rajawali Pers)

Hadi, Sutrisno. 1999. *Metodologi Research*, (Yogyakarta: andi offset).

Jain and Parel, 2008.*English Language Teaching,* (Jaipur: sunrise publisher).

Maryam. 2012. *Improving Reading Comprehension of The Second Year Students of Ma Pp Nurul Haq Benteng Lewo Sidrap Through Critical Reading*.

Margono. 2004. *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta).

Nunan. 2003. *Language Teaching Methodology*, (Sydney: prentice hall).

Nedi. 2017. One of the students of grade eight, *Interview*, (Pinrang).

Rasda. 2017. One of the students of grade eight SMPN 2 PATAMPANUA, *Interview*, (Pinrang).

Sri, Yulian. 2012. *The using of directed reading activity strategy to improve the reading comprehension*.

Sugiyono. 2012. *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Cet. XV, Bandung: Alf abeta).

Suwandi dan Basrowi. 2008. *Memahami Penelitian Kualitatif*, (Jakarta: rineka cipta).

Suharsini, Arikunto. 1988. *Prosedure Penelitian Suatu Pendekatan Praktek.* (Jakarta: PT.Rineka Cipta).

Samsiah, S.Pd.I. 2017. The English teacher of class eight, *interview*, (Pinrang).

Sani, Al Nurul. 2017. One of the students of grade eight, *Interview*, (Pinrang).

Sri gading. 2012, *Using contextual teaching and learning to improve the reading comprehension at the second year students of MTs. Muhammadiyah Biloka*.

Sahadina. 2013, *Application of the direct method to improve reading comprehension of the second year students of SMP Nigeri 1 Pamboang*.
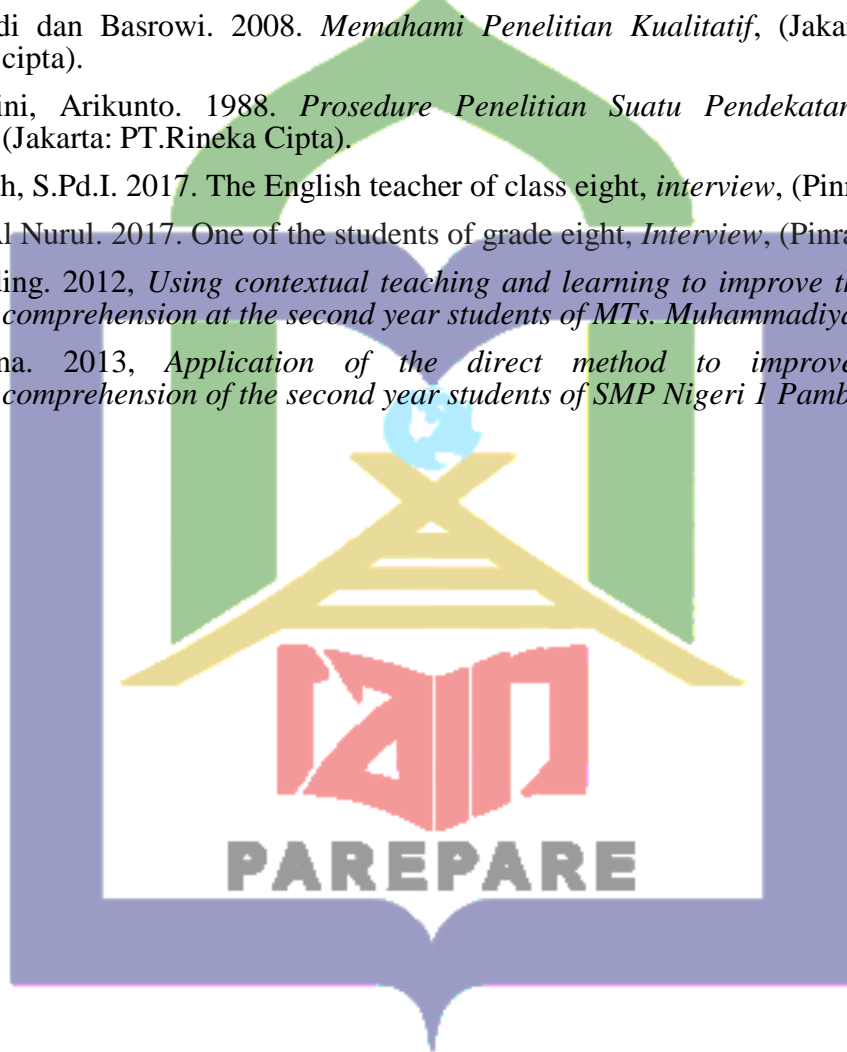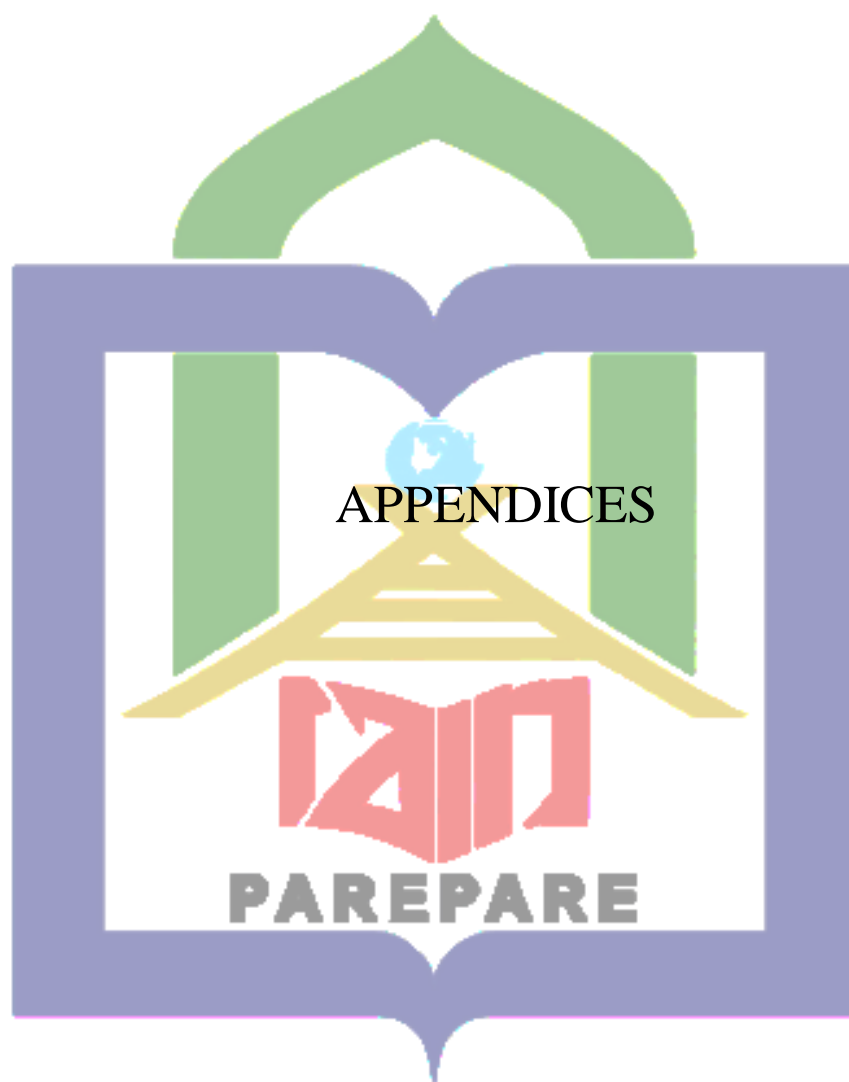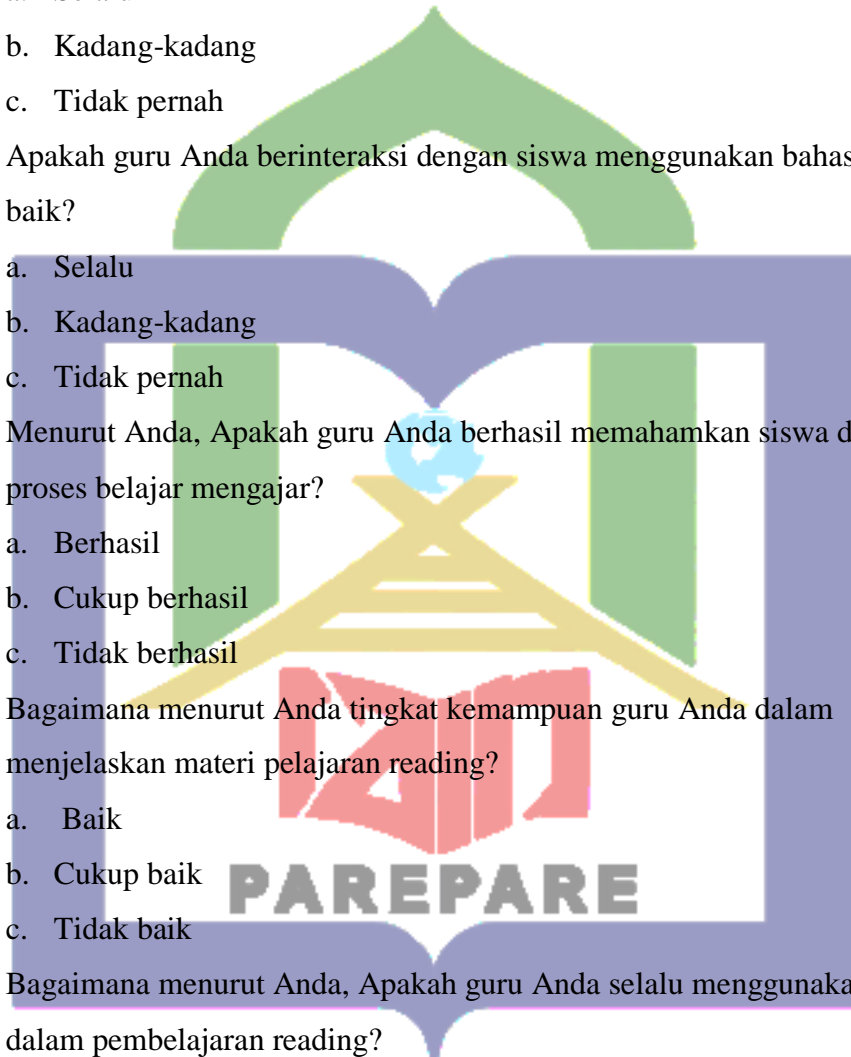
APPENDICES

INSTRUMEN PENELITIAN

Angket

"AN ANALYSIS TEACHER' PEDAGOGIC COMPETENCE TO TEACH READING COMPREHENSION"

Identitas Responden

Nama :

Kelas :

Petunjuk pengisian

- Bacalah setiap pertanyaan dengan benar
- Isilah pertanyaan dibawah ini dengan keadaan Anda yang sebenarnya
- Beriksn tanda silang (x) pada pernyataan yang menurut anda sesuai dengan pertanyaan.
- Bila pertanyaan yang ada kurang jelas mintalah penjelasan kepada peneliti.
  - ➢ Apapun jawaban yang Anda berikan tidak ada hubungannya dengan nilai Anda.
  - ➢ Peneliti mengucapkan terima kasih atas partisipasi dan kejujuran Anda dalam menjawab kuesioner ini.

1. Apakah guru Anda dapat membimbing peserta didik dengan baik?
   a. Baik
   b. Cukup baik
   c. Tidak baik
2. Apakah guru Anda memberikan motivasi setiap proses belajar mengajar?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah
3. Apakah guru Anda mengelola pembelajaran reading dengan baik?
   a. Baik

b. Cukup baik

c. Tidak baik

4. Apakah guru Anda mampu mengalokasikan waktu secara efektif dan efesien?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

5. Apakah guru Anda berinteraksi dengan siswa menggunakan bahasa yang baik?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

6. Menurut Anda, Apakah guru Anda berhasil memahamkan siswa dalam proses belajar mengajar?

a. Berhasil

b. Cukup berhasil

c. Tidak berhasil

7. Bagaimana menurut Anda tingkat kemampuan guru Anda dalam menjelaskan materi pelajaran reading?

a. Baik

b. Cukup baik

c. Tidak baik

8. Bagaimana menurut Anda, Apakah guru Anda selalu menggunakan metode dalam pembelajaran reading?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

9. Apakah guru Anda memanfaatkan berbagai media dan sumber belajar dalam pembelajaran reading?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

10. Apakah guru Anda memeriksa jawaban dan mengadakan remedial setelah tes dalam pembelajaran reading?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

11. Apakah guru Anda menilai prestasi siswa untuk kepentingan pengajarannya?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

12. Apakah guru Anda menilai proses pembelajaran reading dengan adil dan bijaksana ?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

13. Apakah Anda membaca teks bahasa inggris pada saat pembelajaran reading?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

14. Setelah mempelajari reading, Apakah Anda sudah bisa membaca kalimat bahasa Inggris dengan pasih?

    a. Berhasil

b. Cukup berhasil

c. Tidak berhasil

INSTRUMEN PENELITIAN

Observasi

**"AN ANALYSIS TEACHER' PEDAGOGIC COMPETENCE TO
TEACH READING COMPREHENSION"**

Identitas Responden

Nama

Profesi

Jawablah pertanyaan dibawah ini sesuai dengan pengamatan anda
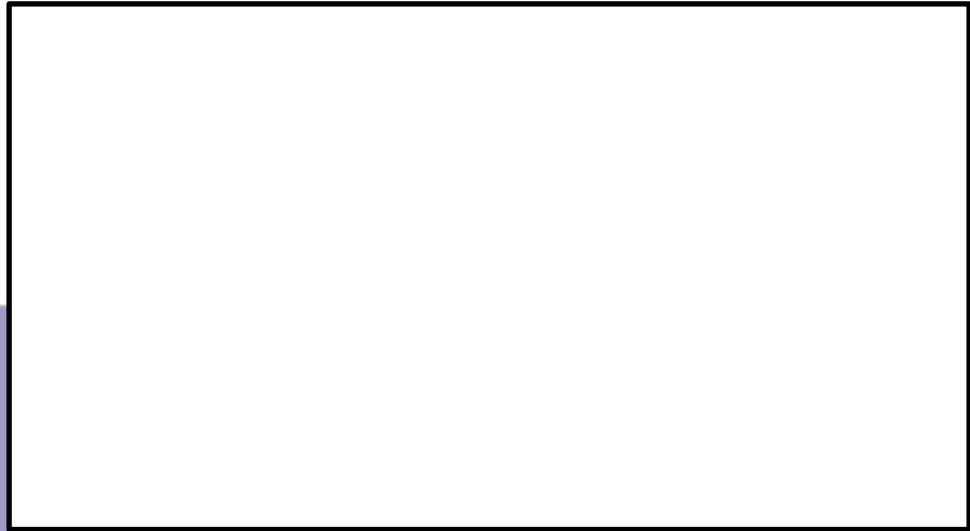
sebenarnya.

1. Apa saja strategi, metode atau teknik pembelajaran yang digunakan
   guru dalam pembelajaran reading?

2.

3.

4. Bagaimana system/proses penilaian dan evaluasi hasil belajar yang guru lakukan pada pembelajaran reading?

INSTRUMEN PENELITIAN

Wawancara Untuk Guru

"AN ANALYSIS TEACHER' PEDAGOGIC COMPETENCE TO TEACH READING COMPREHENSION"

Identitas Responden

Nama :

Profesi :

Hari/ Tanggal :

PERTANYAAN :

1. Apakah ibu/bapak membuat RPP reading sebelum proses pembelajaran?
2. Apakah ibu/bapak menggunakan media dalam pembelajaran reading?
3. Metode apa yang biasa digunakan ibu/bapak dalam pembelajaran reading?
4. Bagaimana cara mengaktifkan dan melibatkan siswa dalam pembelajaran reading?
5. Bagaimana cara ibu/bapak melakukan evaluasi setelah pembelajaran? Apa bentuknya?
6. Bagaimana teknik/jenis penilaian yang digunakan ibu/bapak dalam pembelajaran reading?
7. Apa saja hambatan yang dialami ibu/bapak dalam pembelajaran reading?
8. Adakah kesulitan-kesulitan yang di alami siswa dalam pembelajaran reading?
9. Apakah ibu/bapak memberikan remedial kepada siswa yang memiliki nilai rendah dalam pembelajaran reading? Bagaimana bentuk remedialnya?

INSTRUMEN PENELITIAN

Wawancara Untuk Siswa
**"AN ANALYSIS TEACHER' PEDAGOGIC COMPETENCE TO
TEACH READING COMPREHENSION"**

Identitas Responden

Nama :

Kelas :

Hari/ Tanggal :

PERTANYAAN :

1. Apakah dalam pembelajaran reading guru menggunakan media? Apa sajakah itu?
2. Apakah anda senang jika dalam pembelajaran reading menggunakan media?
3. Apakah anda berperan aktif dalam pembelajaran reading? (pernah membaca teks dalam bahasa inggris)
4. Kesulitan apa yang anda temui pada saat membaca teks dalam bahasa Inggris?
5. Apakah guru anda memberikan motivasi setiap proses belajar mengajar?
6. Apakah anda paham ketika guru menerangkan materi yang dijelaskan?
7. Apakah guru anda melakukan evaluasi setelah pembelajaran reading?

INSTRUMEN PENELITIAN

Angket

"AN ANALYSIS TEACHER' PEDAGOGIC COMPETENCE TO TEACH READING COMPREHENSION"

Identitas Responden

Nama : RASDA

Kelas : VIII 2

Petunjuk pengisian

- Bacalah setiap pertanyaan dengan benar
- Isilah pertanyaan dibawah ini dengan keadaan Anda yang sebenarnya
- Beriksn tanda silang (x) pada pernyataan yang menurut anda sesuai dengan pertanyaan.
- Bila pertanyaan yang ada kurang jelas mintalah penjelasan kepada peneliti.
  - ➤ Apapun jawaban yang Anda berikan tidak ada hubungannya dengan nilai Anda.
  - ➤ Peneliti mengucapkan terima kasih atas partisipasi dan kejujuran Anda dalam menjawab kuesioner ini.

1. Apakah guru Anda dapat membimbing peserta didik dengan baik?

    a. Baik ✗

    b. Cukup baik

    c. Tidak baik

2. Apakah guru Anda memberikan motivasi setiap proses belajar mengajar?

    a. Selalu ✗

    b. Kadang-kadang

    c. Tidak pernah

3. Apakah guru Anda mengelola pembelajaran reading dengan baik?

    a. Baik

    b. Cukup baik ✗

c. Tidak baik

4. Apakah guru Anda mampu mengalokasikan waktu secara efektif dan efesien?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

5. Apakah guru Anda berinteraksi dengan siswa menggunakan bahasa yang baik?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

6. Menurut Anda, Apakah guru Anda berhasil memahamkan siswa dalam proses belajar mengajar?

a. Berhasil

b. Cukup berhasil

c. Tidak berhasil

7. Bagaimana menurut Anda tingkat kemampuan guru Anda dalam menjelaskan materi pelajaran reading?

a. Baik

b. Cukup baik

c. Tidak baik

8. Bagaimana menurut Anda, Apakah guru Anda selalu menggunakan metode dalam pembelajaran reading?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

9. Apakah guru Anda memanfaatkan berbagai media dan sumber belajar dalam pembelajaran reading?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

10. Apakah guru Anda memeriksa jawaban dan mengadakan remedial setelah tes dalam pembelajaran reading?

a) Selalu

b. Kadang-kadang

c. Tidak pernah

11. Apakah guru Anda menilai prestasi siswa untuk kepentingan pengajarannya?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

12. Apakah guru Anda menilai proses pembelajaran reading dengan adil dan bijaksana ?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

13. Apakah Anda membaca teks bahasa inggris pada saat pembelajaran reading?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

14. Setelah mempelajari reading, Apakah Anda sudah bisa membaca kalimat bahasa Inggris dengan pasih?

a. Berhasil

b. Cukup berhasil

c. Tidak berhasil

Angket

"AN ANALYSIS TEACHER' PEDAGOGIC COMPETENCE TO TEACH READING COMPREHENSION"

Identitas Responden

Nama : Nedi

Kelas : VIII2

Petunjuk pengisian

- Bacalah setiap pertanyaan dengan benar
- Isilah pertanyaan dibawah ini dengan keadaan Anda yang sebenarnya
- Beriksn tanda silang (x) pada pernyataan yang menurut anda sesuai dengan pertanyaan.
- Bila pertanyaan yang ada kurang jelas mintalah penjelasan kepada peneliti.
  - ➤ Apapun jawaban yang Anda berikan tidak ada hubungannya dengan nilai Anda.
  - ➤ Peneliti mengucapkan terima kasih atas partisipasi dan kejujuran Anda dalam menjawab kuesioner ini.

1. Apakah guru Anda dapat membimbing peserta didik dengan baik?

   a. Baik ✗
   b. Cukup baik
   c. Tidak baik

2. Apakah guru Anda memberikan motivasi setiap proses belajar mengajar?

   a. Selalu ✗
   b. Kadang-kadang
   c. Tidak pernah

3. Apakah guru Anda mengelola pembelajaran reading dengan baik?

   a. Baik
   b. Cukup baik ✗

c. Tidak baik

4. Apakah guru Anda mampu mengalokasikan waktu secara efektif dan efesien?

   a. Selalu

   b. Kadang-kadang

   c. Tidak pernah

5. Apakah guru Anda berinteraksi dengan siswa menggunakan bahasa yang baik?

   a. Selalu

   b. Kadang-kadang

   c. Tidak pernah

6. Menurut Anda, Apakah guru Anda berhasil memahamkan siswa dalam proses belajar mengajar?

   a. Berhasil

   b. Cukup berhasil

   c. Tidak berhasil

7. Bagaimana menurut Anda tingkat kemampuan guru Anda dalam menjelaskan materi pelajaran reading?

   a. Baik

   b. Cukup baik

   c. Tidak baik

8. Bagaimana menurut Anda, Apakah guru Anda selalu menggunakan metode dalam pembelajaran reading?

   a. Selalu

   b. Kadang-kadang

   c. Tidak pernah

9. Apakah guru Anda memanfaatkan berbagai media dan sumber belajar dalam pembelajaran reading?

   a. Selalu

b. Kadang-kadang

c. Tidak pernah

10. Apakah guru Anda memeriksa jawaban dan mengadakan remedial setelah tes dalam pembelajaran reading?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

11. Apakah guru Anda menilai prestasi siswa untuk kepentingan pengajarannya?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

12. Apakah guru Anda menilai proses pembelajaran reading dengan adil dan bijaksana ?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

13. Apakah Anda membaca teks bahasa inggris pada saat pembelajaran reading?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

14. Setelah mempelajari reading, Apakah Anda sudah bisa membaca kalimat bahasa Inggris dengan pasih?

    a. Berhasil

    b. Cukup berhasil

    c. Tidak berhasil

Angket

"AN ANALYSIS TEACHER' PEDAGOGIC COMPETENCE TO TEACH READING COMPREHENSION"

Identitas Responden

Nama : Rendi

Kelas : VIII2

Petunjuk pengisian

- Bacalah setiap pertanyaan dengan benar
- Isilah pertanyaan dibawah ini dengan keadaan Anda yang sebenarnya
- Beriksn tanda silang (x) pada pernyataan yang menurut anda sesuai dengan pertanyaan.
- Bila pertanyaan yang ada kurang jelas mintalah penjelasan kepada peneliti.
  - Apapun jawaban yang Anda berikan tidak ada hubungannya dengan nilai Anda.
  - Peneliti mengucapkan terima kasih atas partisipasi dan kejujuran Anda dalam menjawab kuesioner ini.

1. Apakah guru Anda dapat membimbing peserta didik dengan baik?

   a. **Baik** (x)

   b. Cukup baik

   c. Tidak baik

2. Apakah guru Anda memberikan motivasi setiap proses belajar mengajar?

   a. Selalu

   b. **Kadang-kadang** (x)

   c. Tidak pernah

3. Apakah guru Anda mengelola pembelajaran reading dengan baik?

   a. **Baik** (x)

   b. Cukup baik

c. Tidak baik

4. Apakah guru Anda mampu mengalokasikan waktu secara efektif dan efesien?

   a. Selalu

   b. Kadang-kadang

   c. Tidak pernah

5. Apakah guru Anda berinteraksi dengan siswa menggunakan bahasa yang baik?

   a. Selalu

   b. Kadang-kadang

   c. Tidak pernah

6. Menurut Anda, Apakah guru Anda berhasil memahamkan siswa dalam proses belajar mengajar?

   a. Berhasil

   b. Cukup berhasil

   c. Tidak berhasil

7. Bagaimana menurut Anda tingkat kemampuan guru Anda dalam menjelaskan materi pelajaran reading?

   a. Baik

   b. Cukup baik

   c. Tidak baik

8. Bagaimana menurut Anda, Apakah guru Anda selalu menggunakan metode dalam pembelajaran reading?

   a. Selalu

   b. Kadang-kadang

   c. Tidak pernah

9. Apakah guru Anda memanfaatkan berbagai media dan sumber belajar dalam pembelajaran reading?

   a. Selalu

b. Kadang-kadang

c. Tidak pernah

10. Apakah guru Anda memeriksa jawaban dan mengadakan remedial setelah tes dalam pembelajaran reading?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

11. Apakah guru Anda menilai prestasi siswa untuk kepentingan pengajarannya?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

12. Apakah guru Anda menilai proses pembelajaran reading dengan adil dan bijaksana ?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

13. Apakah Anda membaca teks bahasa inggris pada saat pembelajaran reading?

    a. Selalu

    b. Kadang-kadang

    c. Tidak pernah

14. Setelah mempelajari reading, Apakah Anda sudah bisa membaca kalimat bahasa Inggris dengan pasih?

    a. Berhasil

    b. Cukup berhasil

    c. Tidak berhasil

INSTRUMEN PENELITIAN

Angket

"AN ANALYSIS TEACHER' PEDAGOGIC COMPETENCE TO TEACH READING COMPREHENSION"

Identitas Responden

Nama : Sri Rahayu

Kelas : VIII 2

Petunjuk pengisian

- Bacalah setiap pertanyaan dengan benar
- Isilah pertanyaan dibawah ini dengan keadaan Anda yang sebenarnya
- Beriksn tanda silang (x) pada pernyataan yang menurut anda sesuai dengan pertanyaan.
- Bila pertanyaan yang ada kurang jelas mintalah penjelasan kepada peneliti.
  - ➤ Apapun jawaban yang Anda berikan tidak ada hubungannya dengan nilai Anda.
  - ➤ Peneliti mengucapkan terima kasih atas partisipasi dan kejujuran Anda dalam menjawab kuesioner ini.

1. Apakah guru Anda dapat membimbing peserta didik dengan baik?
   a. Baik
   X Cukup baik
   c. Tidak baik

2. Apakah guru Anda memberikan motivasi setiap proses belajar mengajar?
   a. Selalu
   X Kadang-kadang
   c. Tidak pernah

3. Apakah guru Anda mengelola pembelajaran reading dengan baik?
   a. Baik
   X Cukup baik

c. Tidak baik

4. Apakah guru Anda mampu mengalokasikan waktu secara efektif dan efesien?

   a. Selalu

   b. Kadang-kadang

   c. Tidak pernah

5. Apakah guru Anda berinteraksi dengan siswa menggunakan bahasa yang baik?

   a. Selalu

   b. Kadang-kadang

   c. Tidak pernah

6. Menurut Anda, Apakah guru Anda berhasil memahamkan siswa dalam proses belajar mengajar?

   a. Berhasil

   b. Cukup berhasil

   c. Tidak berhasil

7. Bagaimana menurut Anda tingkat kemampuan guru Anda dalam menjelaskan materi pelajaran reading?

   a. Baik

   b. Cukup baik

   c. Tidak baik

8. Bagaimana menurut Anda, Apakah guru Anda selalu menggunakan metode dalam pembelajaran reading?

   a. Selalu

   b. Kadang-kadang

   c. Tidak pernah

9. Apakah guru Anda memanfaatkan berbagai media dan sumber belajar dalam pembelajaran reading?

   a. Selalu

b. Kadang-kadang

c. Tidak pernah

10. Apakah guru Anda memeriksa jawaban dan mengadakan remedial setelah tes dalam pembelajaran reading?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

11. Apakah guru Anda menilai prestasi siswa untuk kepentingan pengajarannya?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

12. Apakah guru Anda menilai proses pembelajaran reading dengan adil dan bijaksana ?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

13. Apakah Anda membaca teks bahasa inggris pada saat pembelajaran reading?

a. Selalu

b. Kadang-kadang

c. Tidak pernah

14. Setelah mempelajari reading, Apakah Anda sudah bisa membaca kalimat bahasa Inggris dengan pasih?

a. Berhasil

b. Cukup berhasil

c. Tidak berhasil

Nomor   : B 3109   /Sti.08/PP.00.9/10/2017

Lampiran : -

Hal   : Izin Melaksanakan Penelitian

Kepada Yth.

Kepala Daerah KAB. PINRANG

di

    KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama	:	RAMLAH
Tempat/Tgl. Lahir	:	PINRANG, 03 Pebruari 1995
NIM	:	13.1300.135
Jurusan / Program Studi	:	Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	DESA SIPATUO, KEC. PATAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"AN ANALYSIS OF TEACHER' PEDAGOGIC COMPETENCE TO TEACH READING COMPREHENSION AT SMP NEGERI 2 PATAMPANUA"

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

                                        30   Oktober 2017

                                      A.n Ketua

                                      Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)

                                      Muh. Djunaidi

Nomor : 070 / 010 / Kemasy.

Lamp. : -

Perihal : **Rekomendasi Penelitian.**

Pinrang, 20 Oktober 2017

Kepada

Yth **Kepala SMP Negeri 2 Patampanua**

di-

Tempat

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri Parepare Nomor :B-3109/Sti.08/PP.00.9/10/2017 tanggal 20 Oktober 2017 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa :

Nama	:	**RAMLAH**
Nim	:	**13.1300.135**
Jenis Kelamin	:	**Perempuan**
Pekerjaan/Prog Study	:	**Mahasiswi/Pendidikan Bahasa Inggris**
Alamat	:	**Desa Sipatuo,Kec.Patampanua,Kab.Pinrang**
Telephone	:	**085244339038**

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul"*AN ANALYSIS OF TEACHER' PEDAGOGIC COMPETENCE TO TEACH READING COMPREHENSION AT SMP NEGERI 2 PATAMPANUA* " yang pelaksanaannya pada tanggal 12 Oktober s/d 31 Oktober 2017.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui untuk memberikan rekomendasi penelitian dengan ketentuan bahwa :

1. Sebelum dan sesudah melakukan Penelitian kepada yang bersangkutan melapor kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA Kabupaten Pinrang.
2. Penelitian tidak menyimpang dari Ketentuan Perundang 'Undangan yang berlaku.
3. Mentaati semua Ketentuan Perundang-Undangan yang berlaku dan mengindahkan Adat Istiadat Daerah setempat.
4. Menyerahkan 2 (Dua) rangkap Laporan Hasil Penelitian Kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA KabupatenPinrang.
5. Surat rekomendasi ini akan dicabut dan dinyatakan tidak berlaku apabila yang bersangkutan tidak mentaati Ketentuan Perundang- Undangan yang berlaku.

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKERTARIS DAERAH**

Asisten Pemerintahan dan kesra

Ub. Kabag Adm Kemasyarakatan

JABIR,AP

Pangkat: Pembina TK I

Nip :19701011 199202

Tembusan:

1. Bupati Pinrang sebagai laporan di Pinrang;

SURAT KETERANGAN
Nomor : 411.32 / 239 / SMP.13 / 2017

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Patampanua Kabupaten Pinrang menerangkan bahwa :

Nama	: **RAMLAH**
Stambuk	: 13.1300.135
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris

Benar yang namanya tersebut di atas, telah mengadakan penelitian pada SMP Negeri 2 Patampanua Kabupaten Pinrang dari tanggal 20 Oktober s/d 20 November 2017, dengan judul penelitian *"An Analysis Of Teacher' Pedagogic Competence To Teach Reading Comprehension At SMP Negeri 2 Patampanua"*.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Benteng, 20 November 2017
Kepala SMPN 2 Patampanua

H. AMIRUDDIN, S.Pd, MM
NIP. 19591028 198102 1 003

DOKUMENTATION

CURRICULUM VITAE

RAMLAH. The writer was born on 03 February 1995, in Sipatuo village, Patampanua district, Pinrang district, South Sulawesi province. She is the fifth child of seven siblings. Father named Syarif and mother named Jumaria. Initiated formal education in public elementary school 117 Jampu, Pinrang district in 2002. Then finished in 2007. And continued education of state junior high school 2 Patampanua, Pinrang district in 2007 until 2010. The continue the education SMKN 4 Pinrang in Maccobbu, Pinrang district, and take office administration major in 2010 until 2013, and continue education S1 to state Islamic institute (IAIN) Parepare. And take the program Tarbiyah study English language education in 2013. The organization that had cultivated during state Islamic institute Parepare is a student nature lover (MISPALA) Cosmosentris. Then finish her studies in state of Islamic institute (IAIN) Parepare with title of thesis: "*The Analysis of Teacher's Pedagogical Competence to Teach Reading Comprehension at the second grade studentsof SMPN 2 Pinrang*"