

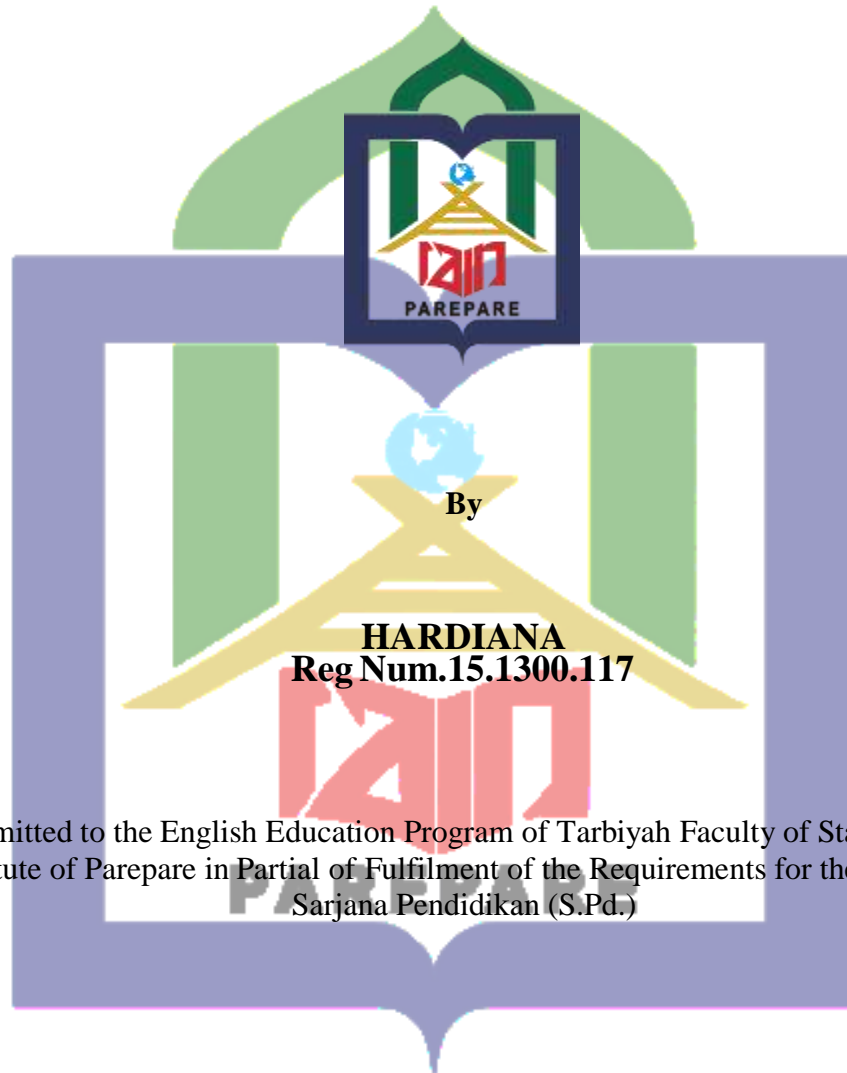
SKRIPSI
ENGLISH TEACHER'S COMPETENCE IN DEVELOPING THE
TEACHING MATERIALS BASED ON 2013 CURRICULUM
AT SMAN 2 PAREPARE



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

2020

SKRIPSI
ENGLISH TEACHER'S COMPETENCE IN DEVELOPING THE
TEACHING MATERIALS BASED ON 2013 CURRICULUM
AT SMAN 2 PAREPARE



By

HARDIANA
Reg Num.15.1300.117

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

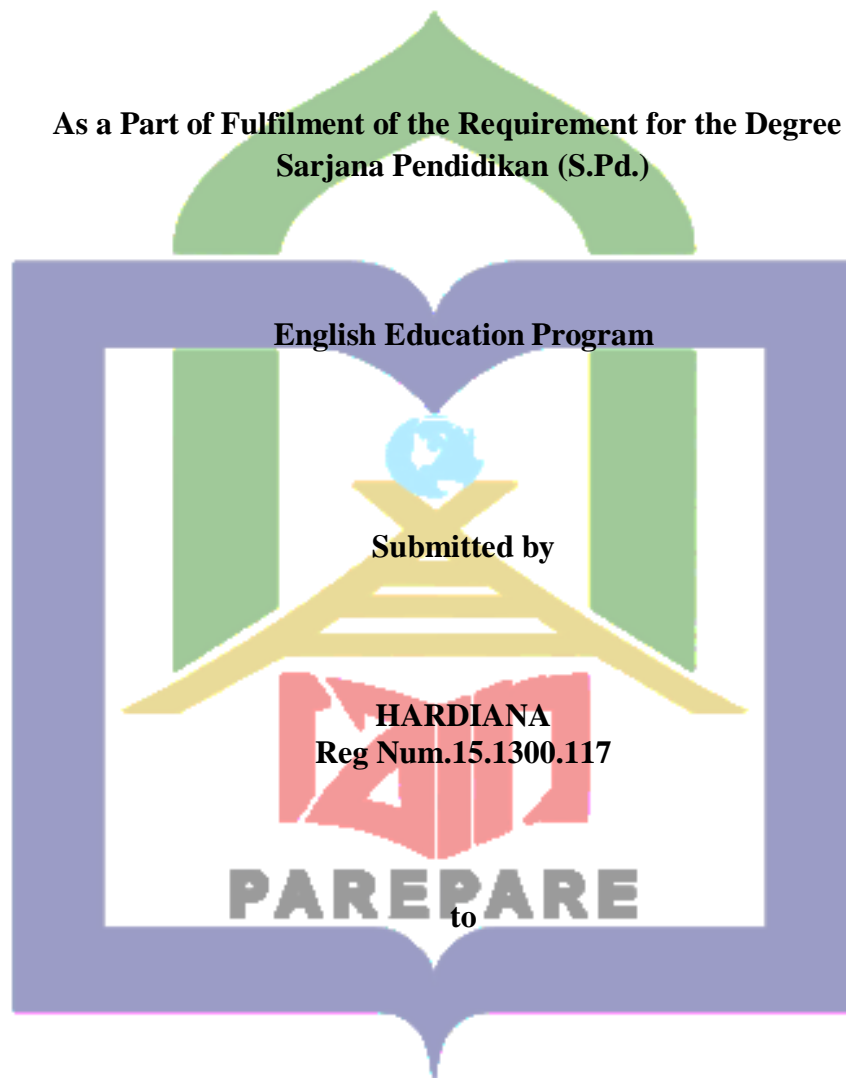
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Skripsi

**As a Part of Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd.)**



**ENGLISH EDUCATION PROGRAM
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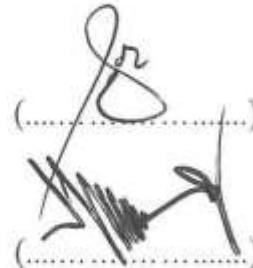
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ENDORSEMENT OF CONSULTANT COMMISSIONS


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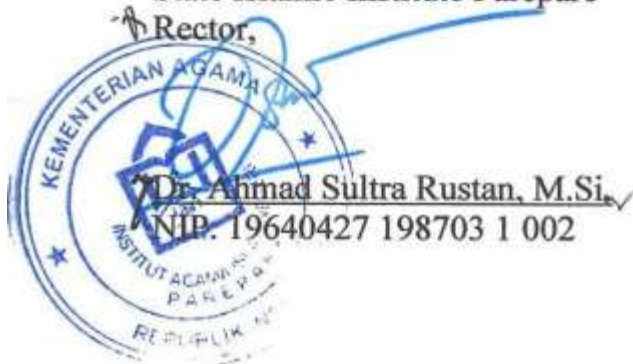
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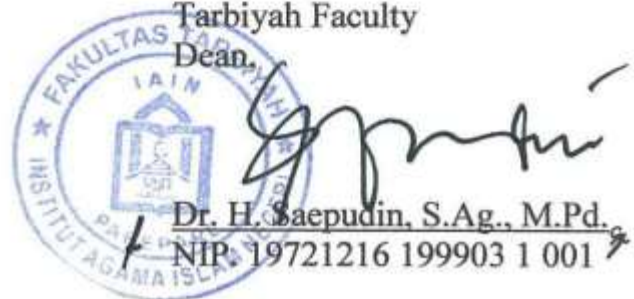
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah swt, the most Gracious, the most Merciful. Alhamdulillah rabbi 'alamin. There is no beautiful to say except praying and thanks to our God for his blessing, mercies, and enjoyment so that the writer could finish this skripsi. May shalawat and salam always be given to our Prophet Muhammad saw. Who has giuded us from Jahiliyah era to Islamiyah era.

The writer realizes that skripsi has never been possible to be finished without the assistance of the other people. Therefore she wishes to express a lot of thank to:

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Finally, the writer realized that this skripsi still has any weakness and still far from perfect. There is no perfection in every single work. Therefore, criticks, commands, or suggestions, are welcome and highly appreciated.

Parepare, 10th January 2020

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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

Parepare, 10th January 2020

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ABSTRACT

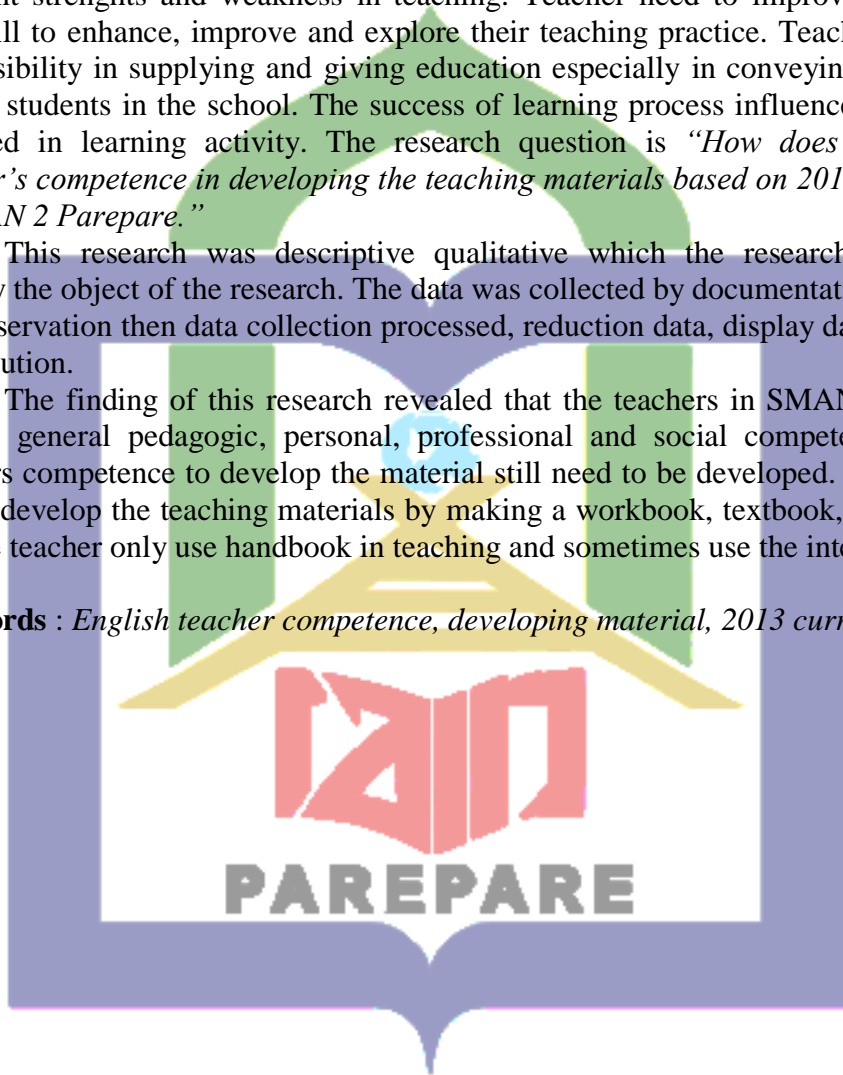
Hardiana. *English Teachers' Competence in Developing Teaching Materials Based on 2013 Curriculum at SMAN 2 Parepare.* (Supervised by Bahtiar and Amzah Selle)

This research was carried out in SMAN 2 Parepare. Every teacher have a different strenghts and weakness in teaching. Teacher need to improve knowledge and skill to enhance, improve and explore their teaching practice. Teacher has a big responsibility in supplying and giving education especially in conveying knowledge for the students in the school. The success of learning process influenced by factors involved in learning activity. The research question is “*How does the English teacher's competence in developing the teaching materials based on 2013 curriculum at SMAN 2 Parepare.*”

This research was descriptive qualitative which the researcher observed directly the object of the research. The data was collected by documentation interview and observation then data collection processed, reduction data, display data and make a conclusion.

The finding of this research revealed that the teachers in SMAN 2 Parepare have a general pedagogic, personal, professional and social competence but the teachers competence to develop the material still need to be developed. The teachers do not develop the teaching materials by making a workbook, textbook, a video, ect. But the teacher only use handbook in teaching and sometimes use the internet.

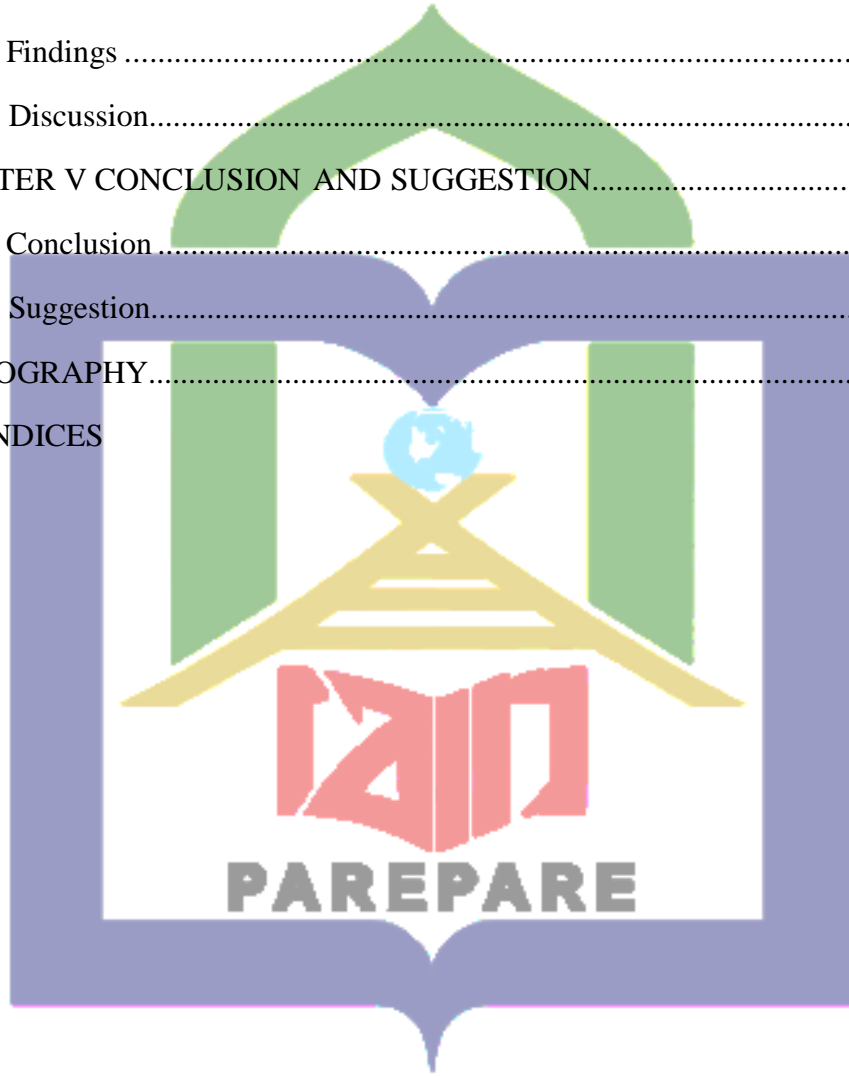
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CHAPTER I

INTRODUCTION

1.1 Background

Most people can look back at their own schooldays and identify teachers they thought were good. But generally find it quite hard to say why certain teachers struck them as special. Perhaps it was because of their personality. One of the reasons that it is difficult to give general descriptions of good teachers is that different teachers are often successful in different ways. Some teachers are more extrovert or introvert than other. For example, and different teachers have different strengths and weakness. It is often said that ‘good teachers are born. Not made’ and it does seem that some people have a natural affinity for the job. But there are also others, perhaps, who do not have what appears to be a natural gift but who are still effective and popular teachers. Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students’ progress know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it also worth remembering that its best teaching can also be extremely enjoyable.¹

Teacher need to improve knowledge and skill to enhance, improve and explore their teaching practice. Many of the studies on competencies of teacher focus on the teaching role of teacher in the classroom rather than teacher competencies.²

¹Jeremy Harmer, *How to Teach English New Edition* (Oxford: Ocelot Publishing, 2008), p. 23.

²Kiyemet Selvi, “Teachers’ Competencies”, A journal of Teachers’ Competence. https://www.researchgate.net/publication/283961538_Teachers'_Competencies/citation/download (Accessed On June 25th 2019)

Apart from the ability to create and foster good teacher-student rapport and the possession of skills necessary for organising successful lessons, teachers need to know what equipment is available in their school and how to use it. They need to know what materials are available for teachers and students. They should also do their best to keep abreast of new developments in teaching approaches and techniques by consulting a range of print material, online, resources, and by attending, where possible, development sessions and teacher seminars.³

Materials is anything which is used to help to teach language learners. Materials can be in the form of a textbook a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language.⁴ Material development refers to anything which done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake: in other words the supplying of information about and/ or experience of the language in ways designed to promote language learning. Material developers might write textbook, tell stories, bring advertisement into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input they do so in principles ways related to what they know about how the language can be effectively learned.⁵

Teacher has important role in teaching process and developing the process of teaching in the school. Teacher has a big responsibility in supplying and giving

³Jeremy Harmer, *How to Teach English New Edition*, p. 30.

⁴Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge: United Kingdom at the University Press, 1998), p. xi.

⁵Brian Tomlinson, *Materials Development in Language Teaching*, p. 2.

education especially in conveying knowledge for the students in the school. The success of learning process influenced by factors involved in learning activity. Those factors are teachers role, learning environment, society, teaching method, tools and infrastructures and other factors which is used that will have influence for students achievement. Learning process or learning activity could not run without teacher's interference.⁶

Based on the explanation above, the researcher is interesting to do the research about the English Teachers Competence in Developing Teaching Materials Based on 2013 Curriculum At SMA in Parepare.

1.2 Research Question

In accordance with the background above, the research questions of this research can be drawn as follow:

How does the English teacher's competence in developing the teaching materials based on 2013 curriculum at SMAN 2 Parepare?

1.3 Objectives of the Research

As the research questions above, the researcher considers the main purpose of this research that consist of one objectives as follow:

To know how the English teacher's competence in developing the teaching material based on 2013 curriculum at SMAN 2 Parepare.

1.4 Significance of the Research

The result of this research is generally to know the English teachers competence in developing teaching materials and particularly this research is

⁶Akram, *The Teacher's Role in Teaching English for the Eleventh Grade Students of MAN 1 Parepare* (Skripsi Mahasiswa IAIN Parepare, 2016), p. 1.

expected to give a valuable contribution to the teachers and the students. It will help students in learning english. And also for the researcher, it can be an alternative source and references to other reseachers to study about Material Development.



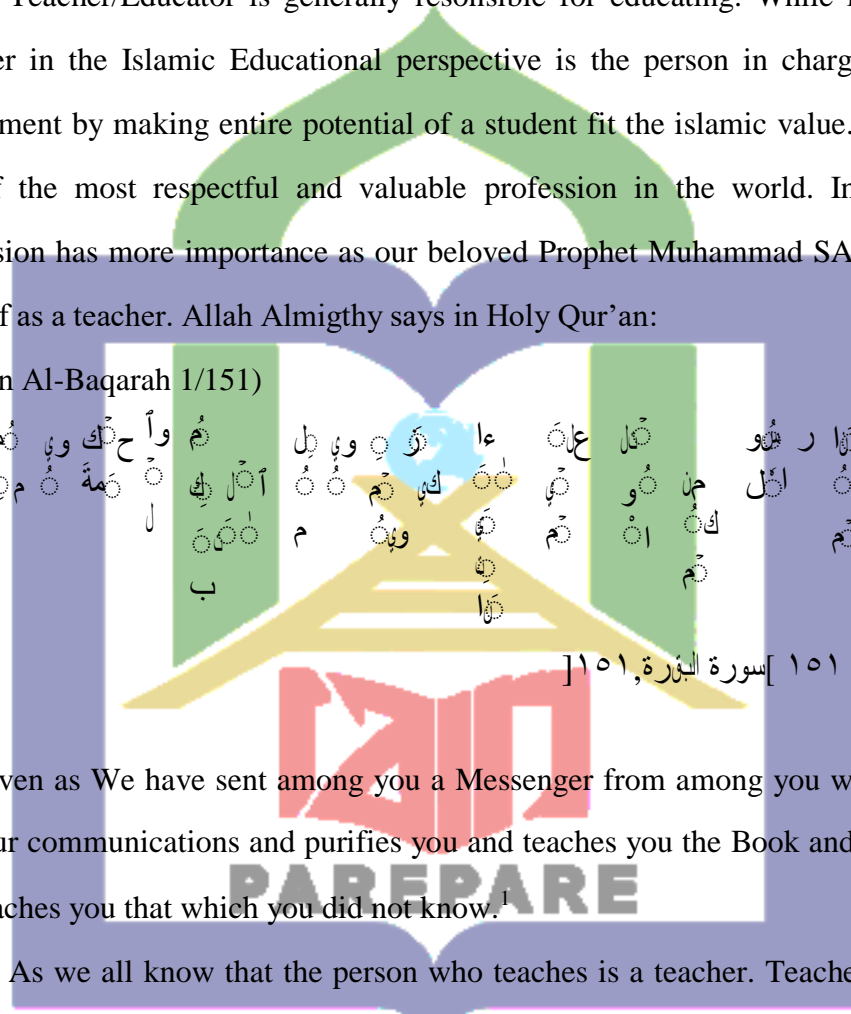
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

Teacher/Educator is generally responsible for educating. While in particular, Teacher in the Islamic Educational perspective is the person in charge of student development by making entire potential of a student fit the Islamic value. Teaching is one of the most respectful and valuable profession in the world. In Islam, this profession has more importance as our beloved Prophet Muhammad SAW introduced himself as a teacher. Allah Almighty says in Holy Qur'an:

(Qur'an Al-Baqarah 1/151)



كَمَا أَرْسَلْنَا رَحْمَةً لِّرَسُولِنَا أَنِ اجْعَلْ لِّمَنْ يُرِيهِمْ آيَاتِنَا هُدًى وَبُرْهَانَ وَنُوحِي إِلَيْهِمْ ذِكْرَ آيَاتِنَا الَّتِي كَانُوا يُخْفُونَ
 وَأَحْرَجَكَ وَيُؤْمِنُ بِآيَاتِنَا الَّتِي كَانُوا يُخْفُونَ
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151. Even as We have sent among you a Messenger from among you who recites to you Our communications and purifies you and teaches you the Book and the wisdom and teaches you that which you did not know.¹

As we all know that the person who teaches is a teacher. Teacher is some of the most influential people in society and have a great importance in modern society. Teacher is considered the most honored person in every religion. Due the important role of teacher, Islam has granted high status and rights to teacher. Islam has paid great attention to teacher for their being the first brick in the structure of social development and perfection and the cause of guiding and developing behaviours and mentality of individuals and community.

¹Departemen Agama RI, *Al-Qur'an dan Terjemahannya* (Jakarta: Yayasan Penyelenggara Penerjemah/Penafsiran al-qur'an, 2008), h. 23.



A teacher teaches the person so he has some rights. The teacher lead the students means it is the duty of the teacher to make his students smarter and have a good akhlaq. The teacher is the spiritual father of the students as he is the one who provides spiritual nourishment and improves the behaviour of students. That's why we should appreciate for their great work. Teachers as superintendents, administrators, and principals gather to discuss strategies to improve student learning, they are influenced by many stakeholders. Parents, local government officials, and even students chime in with what they believe will be the key ingredient in student performance improvement. Getting them all to agree on efforts, investments, or methods is no easy feat. The real opportunity exists with current teachers and providing them with sound professional learning opportunities. Teacher professional development is the cornerstone of our Keeping Learning on Track formative assessment solution and for good reason. Teacher should have a freedom of expression, obstacles and intervention and should be cleared, Teacher should get respect from other people, teacher should get good treatment to make his job easier, teacher should acquire and utilize learning facilities and infrastructure and the last teacher should get physical and spiritual needs.²

2.1.1 Teacher's Competences

The quality of teaching competency plays an important role to make and establish the quality of learning process for the students and also to perform the professionalism level of the teacher relate to his/her field master in order to be contribute for improving the learning performance of the students. Teaching

²Islamic Articles, *Status of Teachers in Islam*. www.quranreading.com (Accessed on July 2nd 2019).

competency is the role of teacher to act in the classroom, therefore directly linked with the craft of teaching.³ Teachers play vital roles in lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classroom, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. Most common role a teacher plays in the classroom is to teach knowledge to students. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities. Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in the classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she sets. Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effect on students. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of

³Harger McIntyre, *Literature Review Teachers' Core Competences Requirements and Development, Education and Training Thematic Working Group Professional Development of Teachers* (Directorate-General For Education and Culture, European Commission, 2011)

mentoring consist of listening to students. By taking time to listen to what students say. Teachers impart to students a sense of ownership in the classroom.

Teaching Professional in carrying out their duties have various competence required in transferring knowledge to the students include pedagogical competence, personal competence, professional competence and sosial competence.

1. Pedagogic competence

Pedagogic competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demand of the job. According to Adnan Hakim that, pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.⁴ Teachers should constantly develop not only their knowledge of the subject matter, but also their knowledge of pedagogy.⁵ According to the National Standars Agency in Musfah is a pedagogical competencies are the ability in the management of learners that includes, understanding of insight or educational foundation, an understanding of learners, the development of the curriculum/ syllabus, the design instructional, the implementation of learning that educate and dialogue, evaluation of learning outcomes and the development of learners to apply various potential.⁶ The teacher must be able to organize syllabus according to the most important purpose of the

⁴Adnan Hakim, *Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and social) on the Performance of Learning* (Journal Accessed on June 25th 2019)

⁵Jack C. Richards, *Methodology in Language Teaching* (Cambridge University Press, 2002), p. 385.

⁶Musfah, *Improvement of Teacher Competency* (Jakarta: Kencana Prenada Media Group, 2012), p. 30.

curriculum and use a lesson plan as a goal and learning environment. Teacher are able to select, organize, and organize learning materials that match learners' needs. Competence is the proven ability to properly select, combine and use the knowledge, skills and other acquisitions consisting of values and attitudes for successful resolution of certain categories of work or learning, as well as for the professional or personal development under conditions of effectiveness and efficiency. One has taken into consideration aspect such as: stages of the development (transmitting / teaching contents, including it into a network, applying, combining it, reaching performance) components (information, contents, knowledge, abilities, performance, effectiveness) context, level of application, and purpose.

In the implementation of teaching and learning process would not be separated from a problem to be faced by both teachers and students. Learning process depends on the teacher how to choose an appropriate method and match the material submitted or during the process of teaching and learning, all of it is the ability and skills of the teacher. There are three aspects a teachers must have, Cognitive aspect, affective aspect, and psychomotor aspect.

a. Cognitive Aspect

Cognitive aspect is more dominated by the theoretical and abstract. Knowledge will become the general standard to see a person's cognitive ability in the teaching process.⁷ The cognitive domain has six levels or aspects, Knowledge, comprehension, application, analysis, synthesis and evaluation. The purpose of cognitive aspects is oriented to the ability to think that includes more simple

⁷Kuliah English, *Competence Improvements of Cognitive, Affective, and Psychomotor in PBI 3A* (2014: Journal Accessed On August 11th 2019)

intellectual abilities, namely remembering, to the ability to solve the problems. The categories can be thought of as degrees of difficulties. The taxonomy is arranged so categories proceed from the simplest to more complex levels. For example, the cognitive domain starts with the simple task of remembering and work towards more complex levels thinking such as evaluation. The categories also ordered from concrete to abstract. Most people think of learning as a cognitive process. This is why the domain people link most to learning is the cognitive domain. It is the domain where you process information, create knowledge and think.

b. Affective Aspect

Affective domain contains behavior emphasize aspect of feeling and emotions such as interest, attitudes, appreciation, and how to adjust. Affective domain of learning result assesment is the ability to respect with feeling, emotions, attitudes, degree of acceptance or assesment of an object. Affective domain contains learning skill that are predominantly related to emotional processes. The learning processes in the affective domain include being open to experience, engaging in life, cultivating values, managing oneself, and developing oneself. Within each of these general process areas are several clusters of specific learning skill that can be improves by means of constructive intervention and assesment. The classification of an affective skill presented in this module incorporates many of the skills described in Bloom's originas work. Although these earlier authors and contemporary educators generally focus more on learning objectives, cognitive learning skill, or in some contexts, psychomotor skill, the movement to learner-focuced teaching methodmakes clear the significance of integrating learner skill across all domains. Dskill in affective domain are strongly related to student buy-in, self management, persistence, attitudes toward

assessment, and level of success. The present classification provides a valuable reference for curriculum design, facilitation, and personal growth.

c. Psychomotor Aspect

Psychomotor itself focused on a person's behavior. Domain of psychomotor skills can be defined as series of muscle movements that can be integrated to complete a task. Psychomotor domain are perception, set, guided response, mechanism, complex overt response, adaptation, and origination. Perception is the ability to use sensory cues to guide motor activity. Set includes mental, physical and emotional sets and sometimes called mindset. Guided response is the early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing. Mechanism this is the intermediate stage in learning a complex skill. Learned response have become habitual and the movements can be performed with some confidence and proficiency. Complex overt response the skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly. Adaption is skills are well developed and the individual can modify movement patterns to fit special requirements. And last is origination is creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creatively based upon highly developed skills.

2. Personal Competence

Teacher personal competence include knowledge of the subject matter, effective communication skill, punctual, disciplined and understand the character of psychology students. Personal Competence According Mulyasa states that personal competence that must be possessed by a teacher namely, personality steady, stable

and adults, discipline, wise and charismatic, honest, becoming role models and noble.⁸ to objectively evaluate their own performance, and develop themselves independently and sustainably.

3. Professional competence

According Wibowo and Hamrin the professional competence of teacher is mastery over the subject matter is broad and deep, and master the structures and methods science field of study is taught.⁹ Professional competence is the mastery of learning materials is broad and deep, covering mastery of curriculum content and substance of scientific subject philosophically. Indicators used to measure the level of professional competence includes understanding of the teaching materials appropriate and critical analysis to explore teaching materials.¹⁰

4. Social Competence

According Mulyasa social competence that is get along and communication effectively, relationship between the school and the community, the role of teachers in the community and the teacher as agent of social change.¹¹ Social competence is required by a person's ability to succeed in dealing with other, including skills in

⁸Mulyasa, *Teacher Competency Standars and Certification* (Bandung: PT Youth Rosdakarya), p. 121.

⁹Agus Wibowo & Hamrin, *Being a Teacher Character* (Yogyakarta: Library Learning, 2012) p. 118.

¹⁰Adnan Hakim, *Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) on the performance of Learning* (Journal Accessed on June 25th 2019)

¹¹Mulyasa, *Teacher Competency Standars and Certification* (Bandung: PT Youth Rosdakarya, 2009), p. 173.

social interaction and social responsibility. Social competence of teachers include the ability to interact and communicate with students and the community.¹²

The survey took the form of (1) Interview and (2) written assignment in which the students were asked to recall their favourite teachers and say why they thought some teachers were more successful than others. Below is summary of what they said about the good teacher are Friendly, Explained things, gave good notes, let the students do it by themselves, group work, we did the lesson together, played games, told jokes, asked student opinions, there was a dialogue, she was eduted, make sure everyone understood, used movement to make meaning clear, she got close to students, he had a personality of his own, Was very experienced, She gave advice, Talked about the lesson, They tried to communicate, She gave me a lot of books to read, She believed in me, made me believe in myself.

This list of qualities is long, and the individual items are in no particular order in priority. This has its advantages: it highlights the fact that there are many different and contradictory qualities that contribute to effective teaching.¹³

2.12 Materials Development

Language teaching has five important components: Students, teachers, materials, teaching method and evaluation. Most people associate the term ‘language-learning materials’ with coursebook because that has been their main experience of using materials. Generally, teachers tend to use all guidance provided by a textbook. However, it is a fact that a textbook does not always meet the variety of conditions in

¹²Adnan Hakim, *Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and social) on the performance of Learning* (Journal Accessed on June 25th 2019)

¹³Thomas Kral, *Teacher Development Making the Right Moves* (Washington D.C: United States Information Agency, 1997), p. 20.

a language class. Materials could obviously be cassettes, videos, CD-Roms, dictionaries, grammar books, readers, workbooks or photocopied exercises, newspaper, food packages, photographs, live talks by invited native speakers, instructions given by teachers, tasks written on cards or discussion between learners. It means, materials can be anything which is deliberately used to increase the students knowledge or experience of the language.¹⁴ Sometimes, teacher need to explore teaching materials outside textbook and modify them in order to be relevant to the need and demands of particular group of students. Teacher as materials developers should doing something to provide input they do so in principled ways related to what they know about how language can be effectively learned. Teaching it can be direct (in that it transmits information overtly to the students) or it can be indirect (in that it helps the students to discover things for themselves). Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input in ways which maximize the likelihood of intake. In doing so, materials developers, including teachers, may bring pictures or advertisements in the classroom, compose a textbook, design a student's worksheet, read a poem or an article aloud.

According to Tomlinson that there are some principles about criteria for the development of materials to be used in teaching language:

1. Materials should achieve impact. Impact is achieved when it give impacts to the learners on their curiosity, interest, and attention for learning.

¹⁴Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge: United Kingdom at the University Press, 1998), p. 2.

2. Materials should help learners to feel ease. Feel at ease is when the learners are more comfortable or relax to the materials that they learn about.
3. Materials should help learners to develop confidence. It means that the learners use the material through the activities which try to push learners slightly beyond their existing.
4. What is being taught should be perceived by learners as relevant and useful. It shows the importance of apparent relevance and utility in language acquisition.
5. Materials should require and facilitate learner self-investment. The of teaching materials is to aid the learners to make efficient use of the resources in order to facilitate self-discovery.
6. Learners must be ready to acquire the point being taught. Learners must achieved readiness in order to learn developmental features (e.e. word order)
7. Materials should expose the learners to language in authentic use. Ideally, materials at all level should provide frequent exposure to authentic input which is rich and varied.
8. Learners' attention should be drawn to linguistic features of the input.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.
10. Materials should take into account that positive effects of instruction are usually delayed.
11. Materials should take into account that learners differ in learning styles.
12. Materials should take into account that learners differ in affective attitudes.
13. Materials should permit a silent period at the beginning of instruction.

14. Materials should maximise learning potensial by encouraging intellectual, aesthetic and emotional involment which stimulates both right and left brain activities.
15. Materials should not rely too much on controlled practice.
16. Materials should provide opportunities for outcome feedback.¹⁵

By looking at the criteria revelead above. It can be seen that almost 100% material give direct impact to the learners so that it is important to ensure that the materials fit the learners' need.

For many teachers, course development start not with determining objectives or conceptualizing content but with ideas about the course in action. They think about material they will use, activities their students will do, techniques they will employ. They think about the way they want their student to learn and their own role in the classroom.¹⁶

2.1.3 The Curriculum

Curriculum in general is a design that contains a set of subjects or the material to be studied, or which will be taught to students. In other word, the curriculum refers to the specific blue print for learning. The most popular definition is the curriculum as a plan to achieve educational goals.¹⁷ The curriculum does not only contain written designs but what is important is that the curriculum must produce student learning experiences after the design is implemented in the learning process at school. It

¹⁵Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge: United Kingdom at the University Press, 1998), p. 8-21.

¹⁶Kathleen Graves, *Teachers as Course Developers* (USA: Cambridge University Press, 1996), p. 26.

¹⁷Mohammad Ansyar, *Kurikulum Hakikat, Pondasi, Desain & Pengembangan* (Jakarta: Prenamedia Group,2015), p. 22.

means, the implementation of the curriculum in schools must lead to student interaction with curriculum content. The result of this interaction produce student knowledge which is then transformed or constructed by students into experience and competence. Implicitly, students who have experience or competence mean that they have applicative skills in transforming content into knowledge, experience, and competence.¹⁸ According to the National Education system Undang-undang Nomor 20 Tahun 2003 “*kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan untuk mencapai tujuan pendidikan tertentu.*”¹⁹

2013 Curriculum (K-13) is the applicable curriculum in the Indonesian Education System. This curriculum is a curriculum still applied by the government to replace Curriculum 2006 which has been valid for approximately 6 years. 2013 curriculum entered the trial period in 2013 by making several schools become startups school.²⁰ 2013 curriculum has a four aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitude, and behaviour. In the 2013 curriculum, especially in the learning material there are streamlined materials and added material. Based on this, there are two dimensions of the curriculum, the first is the plan and arrangement of the objectives, content, and learning material, while the second is the method used for learning activities.

¹⁸Mohammad Ansyar, *Kurikulum Hakikat, Pondasi, Desain & Pengembangan*, p. 26.

¹⁹Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia, *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Kejuruan/ Madrasah Aliyah Kejuruan* (Jakarta, 2013), p. 4.

²⁰Wikipedia, Kurikulum 2013, https://id.wikipedia.org/wiki/Kurikulum_2013 (Accessed On July 2nd 2019)

2.2 Previous Related Research Findings

Some researcher had conducted a few studies and found related result of the research. First Merens Lao in his research entitles A Study on Teachers' Competency in Teaching English At SMA 2 Kupang found that the profesional competence of English teacher included the ability of the teachers to understand and comprehen the subject deeply. The result of the study showed there were four comptencies owned by the teachers in some manners such as, know the learner characteristic, understand learning theories, develop lesson plan, facilitate the students' potential, communicative with the students, organize the process of assesment and evaluation, utilize the result of assesment and evaluation, take action to improve the quality of reflective learning.²¹

Next, Akram in his research entitles The Teacher's Role in Teaching English For the Elevent Grade students of MAN 1 Parepare found that the teacher should improve and fix the way in teaching english. As a teacher also must race in learning, by providing ease of learning for all learners, in order to develop potential optimally. The teachers must be creative, professional, and fun, by positiopning itself as follows.²²

The last is, Adnan Hakim in his research entitles Contribution Of Competence Teacher (Pedagogical, Personality, Professional Competence and social) on the Performance of Learning found that the profesional competence of teachers is reflected in the level of understanding of teaching materials, the mastery of steps in

²¹Merens Lao, *A Study On Teachers' Competency in Teaching English at SMA2 Kupang*. Journal, p. 49 (Accessed On June 25th 2019)

²²Akram, *The Teacher's Role in Teaching English For the Elevent Grade students of MAN 1 Parepare* (Skripsi Mahasiswa STAIN Parepare)

the research and critical analysis to explore the teaching materials. The result showed that the variables pedagogical, personal, professional, and social competencies together simultaneously have a significant effect in improving learning performance and competence is the basis of a personal characteristic that is the deciding factor in the success or failure of a person doing a job in a given situation.²³

The previous studies related to this research. The first study investigated Teacher's competence in teaching English, the next research investigated Teacher's role in teaching English, the last study investigated Contribution Of Competence Teacher (Pedagogical, Personality, Professional Competence and social) On the Performance of Learning. The result of these previous studies show the important of teacher's competence in teaching English to improving learning performance. This research also focus on Teacher's Competence, especially in Developing Teaching Materials based on 2013 curriculum at SMA in Parepare.

2.3 Conceptual Framework

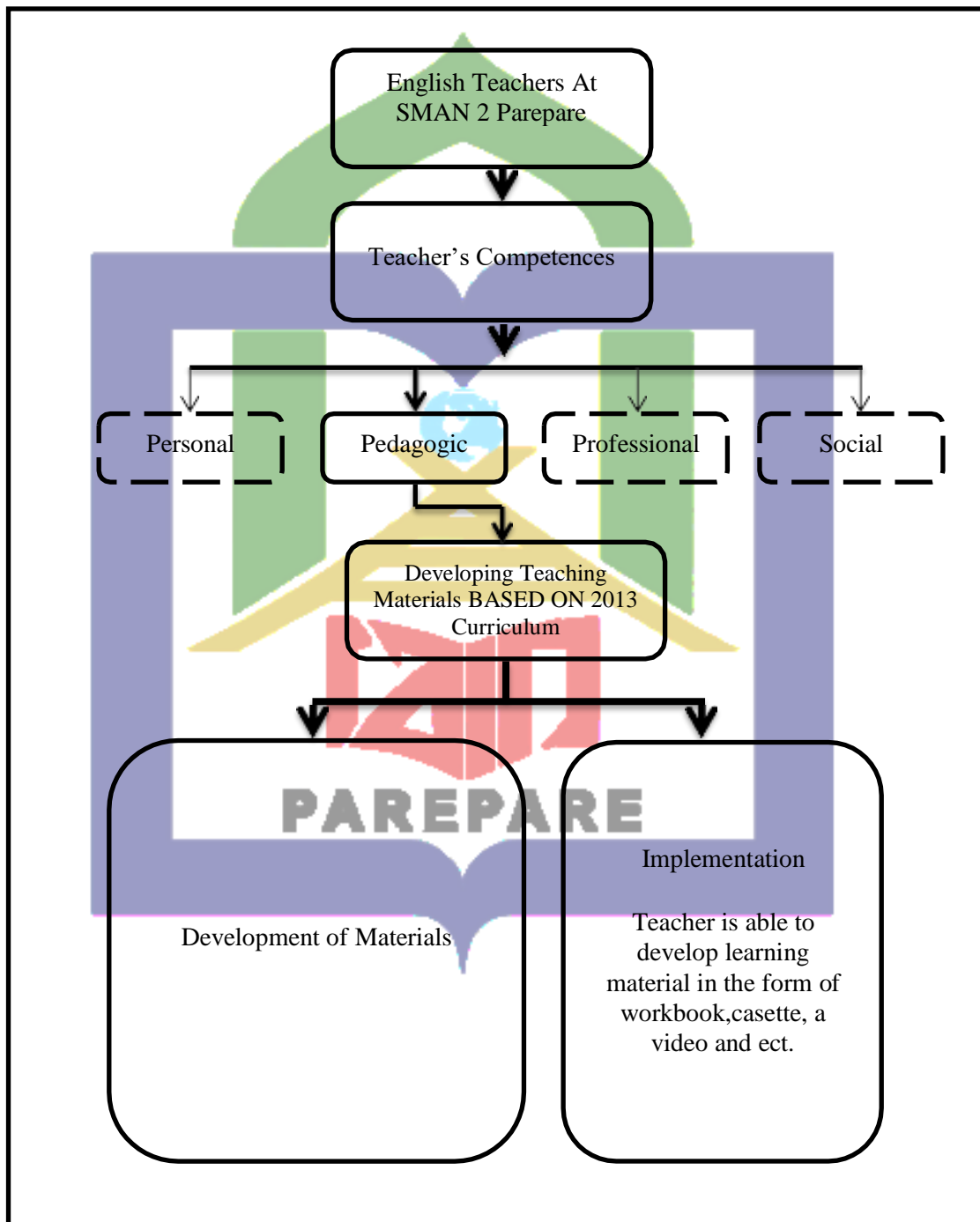
A Conceptual framework is an analytical tool with several variations and contexts. It can be applied in different categories of work where an overall picture is needed. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply.²⁴

In this case, the conceptual framework that is shown above, is the way how to collection data according to the parts. The researcher need to know how the teachers

²³Adnan Hakim, *Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and social) on the Performance of Learning* (Journal Accessed June 25th 2019)

²⁴Wikipedia, *Conceptual Framework* <https://en.m.wikipedia.org> (Accessed on June 27th 2019)

at SMA 2 Parepare developing their material before teaching and how the teachers applying it.



2.4 Variable Operational Definition of Research

2.4.1 Variable of Research

At this research, the researcher used a single variable. A single variable is the set of symptoms that have various aspects or conditions that function to dominate the condition or problem with no connection to others. A single variable use aims to facilitate researcher in formulating an object or into a research consisting of only one research object. Variable in this research is English Teacher's Competence in Developing Teaching Materials.

2.4.2 Operational Definition

1. Teacher's Competence in Developing English Teaching Material. Teacher's competence in this research is defined as the set of knowledge, skills and experience necessary for future, which manifest in activities. Materials in this research is defined anything which is used to help to teach language teaching. Material can be a workbook, a cassette, a textbook, a CD-rom, a video, a newspaper, a photocopied handout, a paragraph written on a whiteboard, ect. The success or failure of a teacher depends on the teacher's role in developing learning material.
2. 2013 Curriculum, In this research the researcher select a school that has already used the 2013 curriculum.

CHAPTER III

RESEARCH METHOD

3.1 Research Design and Approach

As the type of this study used qualitative research where this kind of study is designed to obtain current phenomenon, the researcher used descriptive qualitative as the research design. Qualitative research is a research conducted directly, where researcher observing directly the object of the research. This research in purpose to find out teacher's competence in developing the teaching material. In this research the object that develop as it is, not manipulated by researcher and researcher present not influence the pedagogical of the objects.¹ This research also used a pedagogical approach, an approach that views learning interactions from the point of view of teacher behavior.

3.2 Location and Duration of the Research

This research was conducted in one of Senior High School in Parepare, This school selected in the consideration they using 2013 curriculum. So, the researcher took a research in SMAN 2 Parepare. This research was taken for one month in its process including initial study, research activity as well as data analysis.

3.3 Research Focus

The focus of the research is on the English Teacher's Competence in developing materials before teaching and how the teacher present the materials. This research was taken from the English Teachers in Senior High School 2 Parepare.

¹Sugiono, *Metode Penelitian Kuantitatif dan Kualitatif dan R & D* (Bandung: Alfabeta, 2012), p. 8.

3.4 Instrument and Technique of Collecting Data

As this research used qualitative, so the technique for data collection was happened naturally, but, in order to have more orderly data, the researcher was use observation, interview and documentation.

3.4.1 Observation

Observation is the recording of the behavior of the sample. the researcher used nonparticipant observation the observer is not directly involved in the situation being observed. In other word the researcher observed and recorded behaviours but did not interact or participated in the life of the setting under study. Observation is a technique or way in collecting data by conducting an observation to ongoing activity.² Observation that will be conducted by resercher is a non participant observation, where researcher only monitoring the ongoing activity without interfering in the activity undertaken by teachers and students. The researcher observed the teachers activity in the class and the researcher use a guidelines observation checklist as an instrument. The researcher observed the teachers activity at school, and saw how the teacher implementing the material that had been developed.

3.4.2 Interview

An interview is a conversation for gathering information. In this research, the reseracher use Interview guidelines as an instrument. The researcher interviewed English Teachers in SMAN 2 Parepare. The researcher used in-depth interview. In-depth interview was a qualitative research technique which is used to conduct

²Nana Syaodih Sukma Dinata, *Metode Penelitian Pendidikan* (Bandung: PT. Rosdakarya, 2008), p. 220.

intensive individual interviews where numbers of respondents are less and research is focused on specific product, technique, situation or objective.

3.4.3 Documentation

Documentation is a set of document provided on a paper, or online, or on digital. Document are sources of data that are used to complement research, whether in the form of written sources, films, pictures (photographs), and monumental works, all of which provide information for the research process. The researcher use camera and voice recorder to retrieve documentation.

3.5 Procedure of Collecting Data and Analysis Data

This research is descriptive analytical research. Therefore, form of the data is qualitative. To analyze the data, the researcher was take the following procedure:

3.5.1 Data Collection

The data that collect in this research tend to answer the research question. It is about the English Teacher Competence in Developing Teaching Materials in SMAN 2 Parepare. How the teachers developing the material before teaching and how their applying it.

3.5.2 Reduction Data

There are so many data gained among the process to collect it. the reseracher needs to reduce those data to find the important data which support to answer the research question.

3.5.3 Display Data

Analizing the qualitative data after reducing data is displaying data or presenting data. In qualitative research the presentation of data can be done in the

form of brief description, chart, relationship between categories, flowchart and the like.

3.5.4 Making Conclusion and Verification

The last step is making conclusion. Here, the conclusion is made to describe the English Teacher Competence in Developing the teaching materials in SMAN 2 Parepare.



CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two sections. The first section deals with the finding of this research and the second deals with the discussion of the research.

4.1 Finding

The finding of this research consist of the description of the result data analysis that discussed in this section. The Data from Interview was conducted at SMAN 2 Parepare. There are three teachers who become interviewees. The first is Mr. Abdul Rajab, Mrs. Sry Jumiati and the last is Mrs. Mardiah. The results of the data each interview as follows.

First question about “What reference do you use to determine the teaching to be used?”. Mr. Abdul Rajab used the Curriculum to deteremine the teaching material to be used, because the teacher still an honorary teacher, so the another english teacher gave him an example of the lesson plan, then he made it according to the material he was going to teach, adjusting to basic competency and competency standars.¹

Second question about “How do you arrange the teaching materials to be used in class?”. The teacher arrange material preparation is certainly based on what will be achieved by students. Make the lesson plans and find materials that is relevant to what will be taught through the internet or books.

Third question about “How did you develo the teaching materials in the classroom?”. Usually, teacher take more from the internet, but he do not take it as a

¹Abd. Rajab (English Teacher), 10 October 2019.

whole. He choose material that was suitable and in accordance with the learning material.

Fourth question about “How do you develop teaching materials to attract students attention?”. In order to attract the attention of students teacher usually give games before learning so that students feel enjoy before learning takes place.

Fifth question about “How do you do to make the students more active?” In the CI class, the teacher teach specialization in English then more frequent practice and interspersed with daily assignment, then to make students more active, he usually give more grades to students so they are motivated to be active in lessons.

Sixth question about “Do you associate teaching materials with other relevant knowledge?” The teacher said Yes, of course. Sometimes he associate learning with other relevant knowledge.

Seventh question about “Do you associate teaching materials with the realities of life?” The teacher said Yes, of course. He associate matter with the reality of life. Sometimes he give assignments to tell their experience or describe something in around us.

Eight question about “How do you develop teaching materials to keep students feel ease while study?” The material that the teacher give to students is as easy as possible for students to understand and he try to bring the material humorous interlude so students are not tense and easily accept the lessons and remain comfortable in learning.

Ninth question about “How do you develop teaching material so it can be develop students confidence?” The teacher give different approach. Each classes has a different character so that to build self-confidence students also differ, the CI class

more active and almost all students are confident in expressing their opinion about the lesson. Usually the teacher give an example of a picture asking to be described and then students will fight over it to describe the picture. This is enough to make students active and attract students confidence.

Tenth question about “Do you provide opportunities for students who would like to ask or express opinions about teaching materials?” the teacher always provide space for students to ask what is not clear from the material that he bring and also provide opportunities for students who want to give comments about learning material.

Eleventh question about “Every students have a different ability how do you present teaching materials?”. Every class is different. Treatment in CI Class and MIPA and IPS class are also different, CI class the teacher do not explain too much just more persuasive approach to them, different from IPS class which is arguably their class is very noisy, so sometimes he overwhelmed with sound to calm they, in the social studies class he often give audiovisual material, so they can see and hear the learning material.

Twelfth question about “What criteria of teaching material did you choose in administering the study activity in class to attract students attention?” For the learning criteria, actually there are no specific criteria. But when he teach he prefer to teach using direct method so that the material he convey is clear to students and immediately gets feedback from students.

Thirteenth question about “What are some of the learning resources you use in teaching?” Until now the teacher used books and internet as a source of his learning

material. There is no specific site because he search and then sort and also create new materials or questions in the same form.

Next, the result of the interview with Mrs. Sri jumiatiy. First question about “What reference do you use to determine the teaching to be used?” She used the reference based on the 2013 Curriculum and textbooks.²

Second question about “How do you arrange the teaching materials to be used in class?” First, the teacher identifying the SK/KD, and then identifying the types of learning material.

Third question about “How did you develop the teaching materials in the classroom?” the teacher designing teaching materials and implementing the learning process, the teacher be able to choose and adapt teaching materials that are appropriate to the learning objectives that make it possible for a teacher to carry out more roles than the learning process, The teacher must be active.

Fourth question about “How do you develo teaching materials to attract students attention?” Usually, the teacher attract students’ interest with a short story, ask open-ended questions, give only one assignment to one lesson, make eye contact, walk around the whole class.

Fifth question about “How do you do to make the students more active?” The teacher ask students to teach other students as part of a learning strategy or as a tutor, for activities in class so that students can think indenpendently while being a problem solver, when discussing something in class often ask students.

Sixth question “Do you associate teaching materials with other relevan knowledge?” The teacher said yes, because students do not always know what is

²Sry Jumiatiy (English Teacher), 16 October 2019.

important and relevant to them so students need external motivation to understand what has been taught.

Seventh question about “Do you associate teaching materials with the realities of life?” The teacher said Yes, of course. Sometimes the teacher associate the teaching materials with realities of life.

Eighth question about “How do you develop teaching materials to keep students feel ease while study?” The classroom environment must have a positive influence on students, an affective and enjoyable learning process, the teacher explain learning goals, be rewarded, and the teacher give praise.

Ninth question about “How do you develop teaching material so it can be develop students confidence?” Teacher often bring the material with the direct method so that when teacher ask questions students will immediately respond to what the teacher ask, and sometimes students will compete to answer.

Tenth question “Do you provide opportunities for students who would like to ask or express opinions about teaching materials?” The teacher said Yes, the teacher provide opportunities for student who would like to ask, because when they ask questions they want to know an answer. Curiosity is an effective stimulus for learning and seeking answer.

Eleventh question about “Every students have a different ability how do you present teaching materials?” the teacher Maximize the use of technology for student understanding, create an interactive classroom atmosphere, prepare material in other formats such as animation, go around to answer students question.

Twelfth question about “What criteria of teaching material did you choose in administering the study activity in class to attract students attention?” the teacher

choose learning resources do not have to be expensive, practical and simple, easy to obtain, flesible or compatible.

Thirteenth question about “What are some of the learning resources you use in teaching?” The teacher used Textbooks, internet, Lcd as learning resources.

The last is the result of the Interview with Mrs. Mardiah. First question about “What references do you use to determine the teaching to be used?” The teacher looking at the curriculum, the reference from SK and KD.³

Second question about “How do you arrange the teaching materials to be used in class?” The teacher arranging teaching materials can be seen from the real of cognitive, affective, and psycomotor student.

Third question about “How did you develop the teaching materials in the classroom?” The teacher develop material that needs attention is the learning objectives based on SK/KD, but for grade 12 there is not much development because the material is a bit tight and the same is tight let alone approaching the national exam.

Fourth question about “How do you develo teaching materials to attract students attention?” The teacher doing interesting methods and techniques. Students really need to be involved for example student caption learning materials not only read the explanations in the book but look for other explanations via the internet.

Fifth question about “How do you do to make the students more active?” The teacher involving students directly. Divide groups or in pairs, provoking students' ideas with questions, interspersed with humor.

³Mardiah (English Teacher), 24 October 2019.

Sixth question about “Do you associate teaching materials with other relevant knowledge?” The teacher said yes. The teacher associate materials with other relevant knowledge.

Seventh question about “Do you associate teaching materials with the realities of life?” The teacher associate teaching with realities of life. For example caption learning material, students collect assignments on Instagram (post pictures and captions) if + imperative material (ect), students create text about tourist areas that they have visited by inserting material into the text.

Eighth question about “How do you develop teaching materials to keep students feel ease while study?” The teacher involving students directly. Divide groups or in pairs, provoking students' ideas with questions, interspersed with humor. Never say stupid things to students and keep giving praise when students do good things.

Ninth question about “How do you develop teaching material so it can be develop students confidence?” The teacher sometimes give assignments in groups or in pairs so that each other can work together and of course what they do together makes them more confident about their task.

Tenth question about “Do you provide opportunities for students who would like to ask or express opinions about teaching materials?” The teacher provide opportunities for students who would like to ask, because it can foster the courage and confidence of students to be active

Eleventh question about “Every students have a different ability how do you present teaching materials?” as a teacher, teacher must know students or classes who

have low ability to understand the lesson. The solution is that the teacher can pay more attention by repeating the material.

Twelfth question about “What criteria of teaching material did you choose in administering the study activity in class to attract students attention?” Actually, the teacher can not choose the material because it is already in the KD decree but can be developed can be combined with things they often do / feel. For example giving an assignment theme to the presentation about bullying or the effects of the game or giving the best assignments and results given a reward (other than a plus).

Thirteenth question about “What are some of the learning resources you use in teaching?” The teacher used the internet, books, magazine, ect.

4.2 Discussion

The discussion of this research consist of the analysis of the transcription data from the finding above.

The teachers competencies are defined as the set of knowledge, skill, and experience necessary for future which manifests in activities. A learner needs a teacher to help them to develop the potential that they have. To make teachers success in their profession and make learning activity more effective, teacher should have a competencies to develop the material.

As explained at transcription data, the interview result from the teachers in First Question “What references do you use to determine the teaching materials to be used?”. All the teachers answer used a curriculum 2013 as reference to determine the teaching material and adjusting to basic competency and competency standart.

The second questions, “How do you arrange the teaching materials to be used in class?” The first teacher answer the material preparation certainly based on what

will be achieved by student, the second teacher answer identifying the Competency Standart and Basic Competence and the Third teacher answer arrange the teaching material can be seen from te realm of cognitive, affective and Psycomotor Students. All the teacher compile a teaching material by considering the basic comptence and standart competence that will be attained.

The third questions, “How did you develop the teaching materials in the classroom?” The teachers design the teaching materials and implementing the learning process and to develop the material that need attention in the objectives of the learning in SK/KD. The teacher do not develop a lot of teaching material by making a modul but directly develop the material within the class.

The Fourth question, “How do you develop teaching materials to attract students attention?” The Teachers doing interesting method and techniques to apply the materials, gives a games before teaching, make an eye contact, walk around the whole class, and attract students interest with a short story before tecahing.

The Fifth question, “How do you do to make the students more active?” the teachers have a different ways to make the students more active in the class. The teachers involving students directly, divided groups, provoking students’ ideas with question, interpresed with humor, when discussing in class often ask about students perception.

The Sixth question, “Do you assosiate teaching materials with other relevant knowledge?” all the teachers answer, yes.

The seventh question, “Do you assosiate teaching material with the realities of life?” all the teachers answer, yes.

The Eighth question, “How do you develop teaching materials to keep students feel ease while study?”. To keep students feel easy while study the teacher have a different ways, the teacher bring the materials in a humor interlude so students are not tense and easily accept lessons and remain comfortable in learning, the classroom environment must have a positive influence on students.

The Ninth question, “How do you develop teaching material so it can develop students confidence?” the teacher give assignments in groups or in pairs so that the students can work together. Sometimes teacher gives an example of a picture and asking to describe and the students will fight over it to try describe the picture.

The tenth question, “Do you provide opportunities for students who would like to ask or express opinions about teaching materials?” all the Teachers answer They always provide space to students to ask what is unclear from the material and also provide the opporntnities for students to give comment about the materials.

The Eleventh question, “Every students have a different ability, how do you present teaching material?” Every teacher explain that the teacher have to know the ability of the students in each class so to deliver the material have a different ways. For example, take the material in a persuasive approach with the students.

The Twelfth question, “what criteria of teaching material did you choose in administering the study activity in class to attract students attention?” the teacher answer, they did not have any criteria because the materials it is already in KD decree but can develop, can be combined with things students often do/feel. And the materials practical, simple, easy to obtain, flexible or compatible.

The Thirteenth question, “what are some of the learning resources you use in teaching?” All the teachers answer are Textbook, Internet and modul.

Then after the Interview result were over, the researcher take observation to know about the way teachers in teaching English in class.

1. The result of the first statement “Teacher created a teaching scenario that corresponds with the learners’ development”, based on Observation the teacher created a teaching scenario correspond with the learners development because the Teachers already has a lesson plan that has been formulated jointly by other teachers from the MGMP forum. So, the teachers did not created a teaching scenario by self but the teachers created the teaching scnenario in MGMP forum with another teachers.
2. The result of the second statement “Teacher develop teaching materials to attract students attention” based on observation, the Teachers does not develop in the form of the teaching material but develop the materials spontaneously in the classroom.
3. The result of the third statement, “Teacher connect learning material to other relevant knowledge” based on interview, the teacher answer that they connect learning material with other relevant knowlegde but In Fact, the Teacher did not associate with other knowledge.
4. The result of the fourth statement “Teachers associate teaching material with the realities of life” based on observation, the teachers sometimes associate teaching material with realities of life.
5. The result of the fifth statement “teacher practice contextual learning” based on observation, the teachers carries out contextual learning.
6. The result of the sixth statement “Teacher perform learning according to competence which will be achieved” based on observation, all the teacher always

guided by the existing lesson plan. They always pay attention to the indicators that must be achieved to students.

7. The result of the seventh statement “Teachers deliver the teaching material that make students more active” based on observation, the teachers always present the material by asking students more often for feedback so that the students are more active and sometimes the teacher give reward to the students.
8. The result of the eight statement “Teacher give students opportunities to ask and give opinions” based on Observation, All the teacher give opportunies to the students to ask or give opinions about the material.
9. The result of ninth statement “Teacher develops teaching material so that students feel comfortable in learning” in fact, the teachers do not develop the material to make students feel comfortable in learning but teachers’ attitudes in class that make students feel good, feel ease to express their opinion in class.
10. The result of the tenth statement “Teachers provides material that is able to develop students confidence” based on observation, the teachers give more practice in class so the students can develop their confidence.

Based on the result, the teachers’ still need to develop his/her own teaching materials. Teachers need to develop the teaching materials to justify availability of material in accordance with curriculum requirements, target characteristic and problem solving in class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of the summary of the research based on the finding and the discussion of this research.

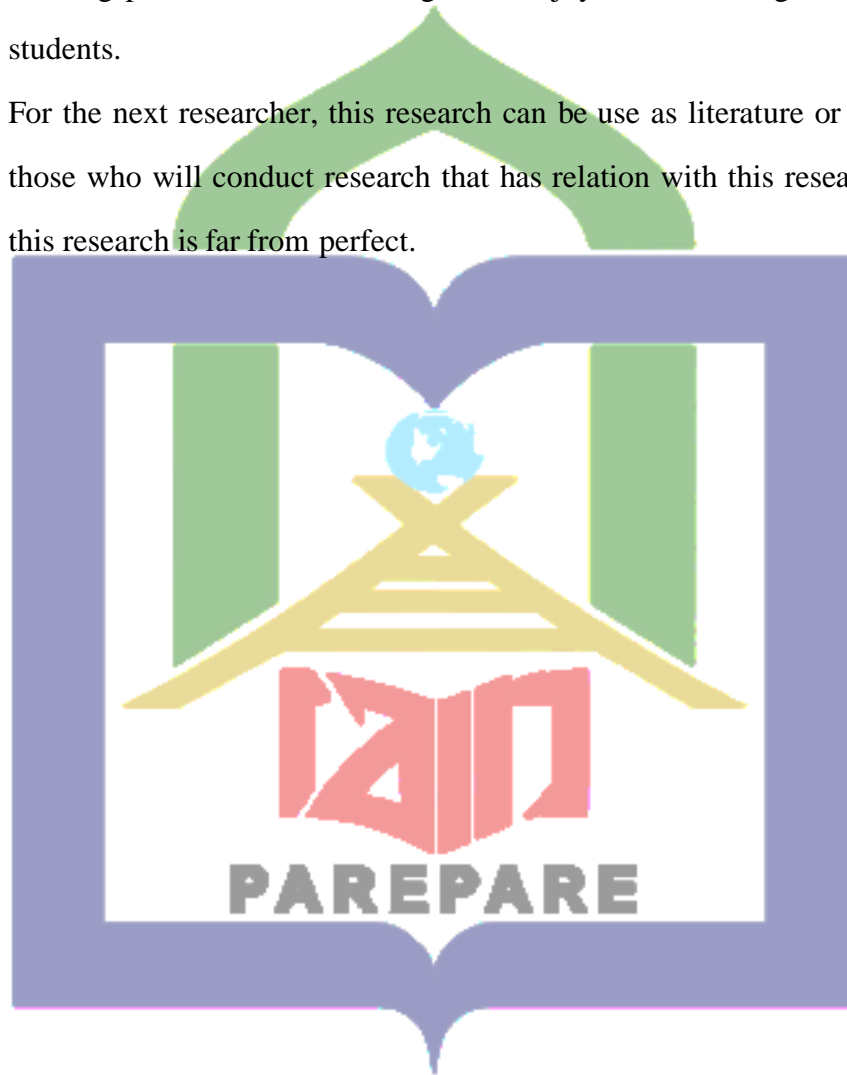
5.1 Conclusion

Based on the findings of the study, the researcher can give conclusion the teacher has a very strategic function in the development of education. In this research about English Teacher's Competence in Developing Teaching Materials Based on 2013 Curriculum At SMAN 2 Parepare, the teacher have a general pedagogic, personal, professional, and social competence. But the teachers' competence to develop materials still need to be developed. The materials is the crucial thing and the students need a teachers figure provides a major contribution in development of students competence. The quality of teacher competency plays an important role to make and establish the quality of teaching material for the students and also to perform the professionalism level of the teacher relate to his/her field master in order to be contribute for improving the learning performance of the students. A teacher's success is seen from students' success in understanding the material that has been taught. Each teachers certainly has competence to teach but it takes today is the teachers who is suggested and in demand by the students. The teacher is not monotonous or guessed by students, there is always a new thing that can be delivered therefore the important of the teachers competence in developing teaching material.

5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

1. The teacher should be able to develop their teaching material so that, make learning process will be running well, enjoyable and can give impact to the students.
2. For the next researcher, this research can be use as literature or guidance for those who will conduct research that has relation with this research although this research is far from perfect.



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Appendix 1. Teacher Profile

TEACHERS PROFILE

1. Abdul Rajab, S.Pd. was born in Parepare, December 12st 1993.
Alumni Universitas Muhammadiyah Parepare
Mengajar sejak Mei 2019 sebagai guru honorer dan Mengajar 4 kelas diantaranya kelas X.MIA 1 XI. MIA 6 XI.MIA 5 dan XI. IPS 4. Dan mengajar di kelas CI atau Cerdas istimewa Dikelas X.MIA 1 dan XI.MIPA 6 sebagai guru bahasa Inggris Lintas minat. Dan mengajar Bahasa Inggris wajib di XI. MIPA 5 dan XI.IPS4.
2. Sri Jumiati, S.Pd. was born in Parepare, July 2 1981.
Alumni Universitas Muhammadiyah Parepare
Mulai mengajar di SMAN 2 Parepare sebagai guru honorer pada tahun 2005 dan terangkat menjadi PNS Pada tahun 2008. Mengajar 12 Kelas diantaranya 6 Kelas X.MIPA, 4 Kelas X.IPS, dan 2 Kelas XI.MIPA.
3. Mardiah, S.Pd. was born in Parepare, September 6 1980.
Alumni Universitas Negeri Makassar.
Mengajar sejak tahun 2002 dan mengajar dikelas XI dan XII.

INTERVIEW CREDITS

1. Date : Thursday, October 10, 2019
Duration : 16.36 minute
Name of Interviewee : Abdul Rajab, S.Pd.
2. Date : Wednesday, October 16, 2019.
Duration : 14.09 minute
Name of Interviewee : Sry Jumiati, S.Pd.
3. Date : Thursday, October 24, 2019.
Duration : 11.15 minute
Name of Interviewee : Mardiah, S.Pd, M.Pd.

Appendix. 2 The Result of Interview

Name of Interviewee : Abdul Rajab, S.Pd.

Duration : 16:36 minute

Num.	Questions	Answers
1	<p>What references do you use to determine the teaching materials to be used?</p> <p>Apa acuan yang Bapak gunakan untuk menentukan materi pengajaran yang akan digunakan dalam kegiatan pembelajaran?</p>	<p>Surely the Curriculum, because i am still an honorary teacher, so the another english teacher gave me an example of the lesson plan, then i made it according to the material i was going to teach, adjusting to basic competency and competency standars.</p>
2	<p>How do you arrange the teaching materials to be used in class?</p> <p>Bagaimana Bapak menyusun materi pengajaran yang akan digunakan dalam pembelajaran dikelas?</p>	<p>Material preparation is certainly based on what will be achieved by students. Make the lesson plans and find materials that is relevant to what will be taught through the internet or books.</p>
3	<p>How did you develop the teaching materials in the classroom?</p> <p>Bagaimana Bapak mengembangkan materi pengajaran dikelas?</p>	<p>Usually, i take more from the internet, but i do not take it as a whole. I choose material that was suitable and in accordance with the learning material.</p>
4	<p>How do you develop teaching materials to attract students attention?</p>	<p>In order to attract the attention of students i usually give games before learning so that students</p>

	<p>Bagaimana cara bapak agar materi pembelajaran menarik perhatian siswa?</p>	<p>feel enjoy before learning takes place.</p>
5	<p>How do you do to make the students more active?</p> <p>Bagaimana bapak melakukan kegiatan pembelajaran untuk membuat siswa lebih aktif?</p>	<p>In the CI class, I teach specialization in English then more frequent practice and interspersed with daily assignment, then to make students more active, i usually give more grades to students so they are motivated to be active in lessons.</p>
6	<p>Do you associate teaching materials with other relevant knowledge?</p> <p>Apakah bapak mengaitkan materi pengajaran dengan pengetahuan lain yang relevan?</p>	<p>Yes, of course. Sometimes i associate learning with other relevant knowledge.</p>
7	<p>Do you associate teaching materials with the realities of life?</p> <p>Apakah bapak mengaitkan materi pengajaran dengan realitas kehidupan?</p>	<p>Yes, of course. I associate matter with the reality of life. Sometimes i give assignments to tell their experience or describe something in around us.</p>
8	<p>How do you develop teaching materials to keep students feel ease while study?</p>	<p>The material that i give to students is as easy as possible for students to understand and i try to bring the material i a humorous interlude so students are not tense and easily</p>

	<p>Bagaimana bapak mengembangkan materi pembelajaran agar siswa tetap merasa nyaman saat belajar?</p>	<p>accept the lessons and remain comfortable in learning.</p>
9	<p>How do you develop teaching material so it can be develop students confidence?</p> <p>Bagaimana bapak mengembangkan materi pengajaran agar materi tersebut dapat mengembangkan kepercayaan diri siswa?</p>	<p>Each classes has a different character so that to build self-confidence students also differ, the CI class more active and almost all students are confident in expressing their opinion about the lesson. Usually i give an example of a picture asking to be described and then students will fight over it to describe the picture. This is enough to make students active and attract students confidence.</p>
10	<p>Do you provide opportunities for students who would like to ask or express opinions about teaching materials?</p> <p>Apakah bapak memberikan kesempatan bagi siswa yang ingin bertanya atau menyampaikan pendapat tentang materi pembelajaran?</p>	<p>I always provide space for students to ask what is not clear from the material that i bring and also provide opportunities for students who want to give comments about learning material.</p>
11	<p>Every students have a different ability, how do you present teaching materials?</p>	<p>Every class is different. Treatment in CI Class and MIPA and IPS class are also different, CI class i do not explain too much just more</p>

	Setiap seiswa memiliki kemampuan yang berbeda-beda, bagaimana bapak menyajikan materi pengajaran?	persuasive approach to them, different from IPS class which is arguably their class is very noisy, so sometimes i am overwhelmed with sound to calm them, in the social studies class i often give audiovisual material, so they can see and hear the learning material.
12	<p>What criteria of teaching material did you choose in administering the study activity in class to attract students attention?</p> <p>Apa kriteria materi pengajaran yang bapak pilih dalam menyelenggarakan kegiatan pembelajaran dikelas agar menarik perhatian siswa?</p>	For the learning criteria, actually there are no specific criteria. But when i teach i prefer to teach using direct method so that the material i convey is clear to students and immediately gets feedback from students.
13	<p>What are some of the learning resources you use in teaching?</p> <p>Apa saja sumber pembelajaran yang bapak gunakan dalam mengajar?</p>	Intil now i have used books and internet as a source of my learning material. There is no specific site because i search and then sort and also create new materials or questions in the same form.

Name of Interviewee : Sri Jumiaty, S.Pd.

Duration : 14.09 minute

Num.	Questions	Answers
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1	<p>What references do you use to determine the teaching materials to be used?</p> <p>Apa acuan yang Ibu gunakan untuk menentukan materi pengajaran yang akan digunakan dalam kegiatan pembelajaran?</p>	<p>The reference Based on the 2013 Curriculum and textbooks</p>
2	<p>How do you arrange the teaching materials to be used in class?</p> <p>Bagaimana Ibu menyusun materi pengajaran yang akan digunakan dalam pembelajaran dikelas?</p>	<p>First, i Identifying the SK KD, and then identifying the types of learning material</p>
3	<p>How did you develop the teaching materials in the classroom?</p> <p>Bagaimana Ibu mengembangkan materi pengajaran dikelas?</p>	<p>By designing teaching materials and implementing the learning process, the teacher be able to choose and adapt teaching materials that are appropriate to the learning objectives that make it possible for a teacher to carry out more roles than the learning process, The teacher must be active.</p>
4	<p>How do you develop teaching materials to attract students attention?</p>	<p>Usually, attract students' interest with a short story, ask open-ended questions, give only one assignment to one lesson, make eye contact, walk around the whole class.</p>

	<p>Bagaimana cara Ibu agar materi pembelajaran menarik perhatian siswa?</p>	
5	<p>How do you do to make the students more active ?</p> <p>Bagaimana Ibu melakukan kegiatan pembelajaran untuk membuat siswa lebih aktif ?</p>	<p>Ask students to teach other students as part of a learning strategy or as a tutor, for activities in class so that students can think independently while being a problem solver, when discussing something in class often ask students.</p>
6	<p>Do you associate teaching materials with other relevant knowledge?</p> <p>Apakah Ibu mengaitkan materi pengajaran dengan pengetahuan lain yang relevan ?</p>	<p>Yes, because students do not always know what is important and relevant to them so students need external motivaton to understand what has been taught.</p>
7	<p>Do you associate teaching materials with the realities of life ?</p> <p>Apakah Ibu mengaitkan materi pengajaran dengan realitas kehidupan?</p>	<p>Yes, of course. Sometimes i associate the teaching materials with realities of life.</p>
8	<p>How do you develop teaching materials to keep students feel ease while study ?</p>	<p>The classroom environment must have a positive influence on students, an affective and</p>

	<p>Bagaimana Ibu mengembangkan materi pembelajaran agar siswa tetap merasa nyaman saat belajar ?</p>	<p>enjoyable learning process, explain learning goals, be rewarded, give praise.</p>
9	<p>How do you develop teaching material so it can be develop students confidence?</p> <p>Bagaimana Ibu mengembangkan materi pengajaran agar materi tersebut dapat mengembangkan kepercayaan diri siswa?</p>	<p>I often bring the material with the direct method so that when I ask questions students will immediately respond to what I ask, and sometimes students will compete to answer.</p>
10	<p>Do you provide opportunities for students who would like to ask or express opinions about teaching materials?</p> <p>Apakah Ibu memberikan kesempatan bagi siswa yang ingin bertanya atau menyampaikan pendapat tentang materi pembelajaran?</p>	<p>Yes, because when they ask questions they want to know an answer. Curiosity is an effective stimulus for learning and seeking answer.</p>
11	<p>Every students have a different ability, how do you present teaching materials?</p> <p>Setiap seiswa memiliki kemampuan yang berbeda-beda, bagaimana Ibu menyajikan materi pengajaran?</p>	<p>Maximize the use of technology for student understanding, create an interactive classroom atmosphere, prepare material in other formats such as animation, go around to answer students question.</p>
12	<p>What criteria of teaching material did you choose in administering</p>	<p>The learning resources do not have to be expensive, practical</p>

	<p>the study activity in class to attract students attention?</p> <p>Apa kriteria materi pengajaran yang Ibu pilih dalam menyelenggarakan kegiatan pembelajaran dikelas agar menarik perhatian siswa?</p>	<p>and simple, easy to obtain, flesible or compatible.</p>
13	<p>What are some of the learning resources you use in teaching?</p> <p>Apa saja sumber pembelajaran yang Ibu gunakan dalam mengajar ?</p>	<p>Textbooks, internet, Lcd</p>

Name of Interviewee : Mardiah, S.Pd.,M.Pd.

Duration : 11.15 minute

Num.	Questions	Answers
1	<p>What references do you use to determine the teaching materials to be used?</p> <p>Apa acuan yang Ibu gunakan untuk menentukan materi pengajaran yang akan digunakan dalam kegiatan pembelajaran?</p>	<p>Of course looking at the curriculum, the reference from SK and KD</p>
2	<p>How do you arrange the teaching materials to be used in class?</p>	<p>Arranging teaching materials can be seen from the real of cognitive, affective, and psycomotor student</p>

	<p>Bagaimana Ibu menyusun materi pengajaran yang akan digunakan dalam pembelajaran dikelas?</p>	
3	<p>How did you develop the teaching materials in the classroom?</p> <p>Bagaimana Ibu mengembangkan materi pengajaran dikelas?</p>	<p>To develop material that needs attention is the learning objectives based on SK/KD, but for grade 12 there is not much development because the material is a bit tight and the same is tight let alone approaching the national exam.</p>
4	<p>How do you develop teaching materials to attract students attention?</p> <p>Bagaimana cara Ibu agar materi pembelajaran menarik perhatian siswa?</p>	<p>By doing interesting methods and techniques. Students really need to be involved for example student caption learning materials not only read the explanations in the book but look for other explanations via the internet.</p>
5	<p>How do you do to make the students more active?</p> <p>Bagaimana Ibu melakukan kegiatan pembelajaran untuk membuat siswa lebih aktif?</p>	<p>By involving students directly. Divide groups or in pairs, provoking students' ideas with questions, interspersed with humor.</p>
6	<p>Do you assosiate teaching materials with other relevan knowledge?</p>	<p>Yes, Of course</p>

	Apakah Ibu mengaitkan materi pengajaran dengan pengetahuan lain yang relevan?	
7	<p>Do you associate teaching materials with the realities of life?</p> <p>Apakah Ibu mengaitkan materi pengajaran dengan realitas kehidupan?</p>	of course, for example caption learning material, students collect assignments on Instagram (post pictures and captions) if + imperative material (ect), students create text about tourist areas that they have visited by inserting material into the text.
8	<p>How do you develop teaching materials to keep students feel ease while study?</p> <p>Bagaimana Ibu mengembangkan materi pembelajaran agar siswa tetap merasa nyaman saat belajar?</p>	by involving students directly. Divide groups or in pairs, provoking students' ideas with questions, interspersed with humor. Never say stupid things to students and keep giving praise when students do good things.
9	<p>How do you develop teaching material so it can be develop students confidence?</p> <p>Bagaimana Ibu mengembangkan materi pengajaran agar materi tersebut dapat mengembangkan kepercayaan diri siswa?</p>	sometimes I give assignments in groups or in pairs so that each other can work together and of course what they do together makes them more confident about their task.
10	<p>Do you provide opportunities for students who would like to ask or</p>	of course, because it can foster the courage and confidence of students to be active

	<p>express opinions about teaching materials?</p> <p>Apakah Ibu memberikan kesempatan bagi siswa yang ingin bertanya atau menyampaikan pendapat tentang materi pembelajaran?</p>	
11	<p>Every students have a different ability, how do you present teaching materials?</p> <p>Setiap seiswa memiliki kemampuan yang berbeda-beda, bagaimana Ibu menyajikan materi pengajaran?</p>	<p>each teacher must know students or classes who have low ability to understand the lesson. The solution is that the teacher can pay more attention by repeating the material.</p>
12	<p>What criteria of teaching material did you choose in administering the study activity in class to attract students attention?</p> <p>Apa kriteria materi pengajaran yang Ibu pilih dalam menyelenggarakan kegiatan pembelajaran dikelas agar menarik perhatian siswa?</p>	<p>Actually the material cannot be chosen because it is already in the KD decree but can be developed can be combined with things they often do / feel. For example giving an assignment theme to the presentation about bullying or the effects of the game or giving the best assignments and results given a reward (other than a plus)</p>
13	<p>What are some of the learning resources you use in teaching?</p> <p>Apa saja sumber pembelajaran yang Ibu gunakan dalam mengajar?</p>	<p>The internet, books, magazine, ect</p>

Appendix. 3 The Result of Observation

The Data From Observation

Object Of the Observation : Abdul Rajab, S.Pd.

Date/Time : October 10, 2019. Thursday 10.30 – 11.45 a.m

No	Aspek-aspek yang diamati / Observable aspects	Pemunculan Hasil Pengamatan / Observational quality		
		Ya / yes	Tidak / No	Keterangan
1	Guru menyusun skenario pembelajaran yang sesuai dengan perkembangan peserta didik. (Teacher created a teaching scenario that corresponds with the learners' development)	√		The teacher already has a lesson plan that has been formulated jointly by other teachers from the MGMP forum
2	Guru mengembangkan materi pembelajaran agar menarik perhatian siswa (Teacher develop teaching materials to attract students attention)	√		The way teacher develop the material is make the material more easily understood by students so that it attracts students to know the material.

3	<p>Guru mengaitkan materi pembelajaran dengan pengetahuan lain yang relevan. (Teacher connect learning material to other relevant knowledge)</p>	√		<p>The teacher associates the learning material with other knowledge but not every meeting is always linked.</p>
4	<p>Guru mengaitkan materi dengan realitas kehidupan. (Teachers associate teaching material with the realities of life)</p>		√	<p>In this material the teacher does not associate the material with the reality of life</p>
5	<p>Guru melaksanakan pembelajaran kontekstual. (Teacher practice contextual learning)</p>		√	<p>The teacher at the end of the Class does not give reflection on the material that has been taught.</p>
6	<p>Guru melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai. (Teacher perform learning according to competence which will be achieved)</p>	√		<p>The teacher always pays attention to indicators that must be achieved at one meeting.</p>

7	<p>Guru menyampaikan materi pembelajaran yang membuat siswa lebih aktif</p> <p>(Teacher deliver the teaching material that make students more active)</p>	√		<p>The way teacher delivering material makes students more excited especially with give a plus</p>
8	<p>Guru memberikan kesempatan siswa untuk bertanya dan menyampaikan pendapat</p> <p>(Teacher give students opportunities to ask and give opinions)</p>	√		<p>Sometimes at the end of the explanation the material the teacher gives a room to ask questions and at the end of the meeting the teacher gives room to express opinions about the material.</p>
9	<p>Guru mengembangkan materi pembelajaran agar siswa merasa nyaman dalam belajar.</p> <p>(Teacher develops teaching material so that students feel comfortable in learning)</p>		√	<p>The teacher does not develop the material so that learning makes students comfortable, but the attitude given by the teacher reflects that students are</p>

				free to express their opinions.
10	Guru memberikan materi yang mampu mengembangkan kepercayaan diri siswa (Teacher provides material that is able to develop student confidence)	√		At the CI class meeting the teacher gives expressing material special things so the students explain their special things and make it confident with it.

Object Of the Observation : Sri Jumiaty, S.Pd.

Date/ Time : October 16, 2019. Wednesday 09.10 – 10.30 a.m

No	Aspek-aspek yang diamati / Observable aspects	Pemunculan Hasil Pengamatan / Observational quality		
		Ya / yes	Tidak / No	Keterangan
1	Guru menyusun skenario pembelajaran yang sesuai dengan perkembangan peserta didik. (Teacher created a teaching scenario that corresponds with the learners' development)	√		The teacher already has a lesson plan that has been formulated jointly by other teachers from

				the MGMP forum.
2	Guru mengembangkan materi pembelajaran agar menarik perhatian siswa (Teacher develop teaching materials to attract students attention)	√		The teacher does not develop in the form of teaching materials but develops material spontaneously in the classroom
3	Guru mengaitkan materi pembelajaran dengan pengetahuan lain yang relevan. (Teacher connect learning material to other relevant knowledge)		√	in this material the teacher does not associate the material with other knowledge
4	Guru mengaitkan materi dengan realitas kehidupan. (Teachers associate teaching material with the realities of life)		√	In the material on page 42 of the English book, the teacher associates the material with students' daily lives so that students can easily remember the material

5	Guru melaksanakan pembelajaran kontekstual. (Teacher practice contextual learning)	√		The teacher carries out contextual learning
6	Guru melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai. (Teacher perform learning according to competence which will be achieved)	√		The teacher is always guided by the existing lesson plan.
7	Guru menyampaikan materi pembelajaran yang membuat siswa lebih aktif (Teacher deliver the teaching material that make students more active)	√		The teacher always presents the material by asking students more often for feedback so that students are more active
8	Guru memberikan kesempatan siswa untuk bertanya dan menyampaikan pendapat (Teacher give students opportunities to ask and give opinions)	√		If there is material that is not clear the teacher gives students the opportunity to ask questions
9	Guru mengembangkan materi pembelajaran agar siswa merasa nyaman dalam belajar.	√		The teacher brings the material casually so students are

	(Teacher develops teaching material so that students feel comfortable in learning)			not stressed during learning.
10	Guru memberikan materi yang mampu mengembangkan kepercayaan diri siswa (Teacher provides material that is able to develop student confidence)	√		The material provided by the teacher has more practice so students can develop their confidence.

Object Of the Observation : Mardiah S.Pd, M.Pd.

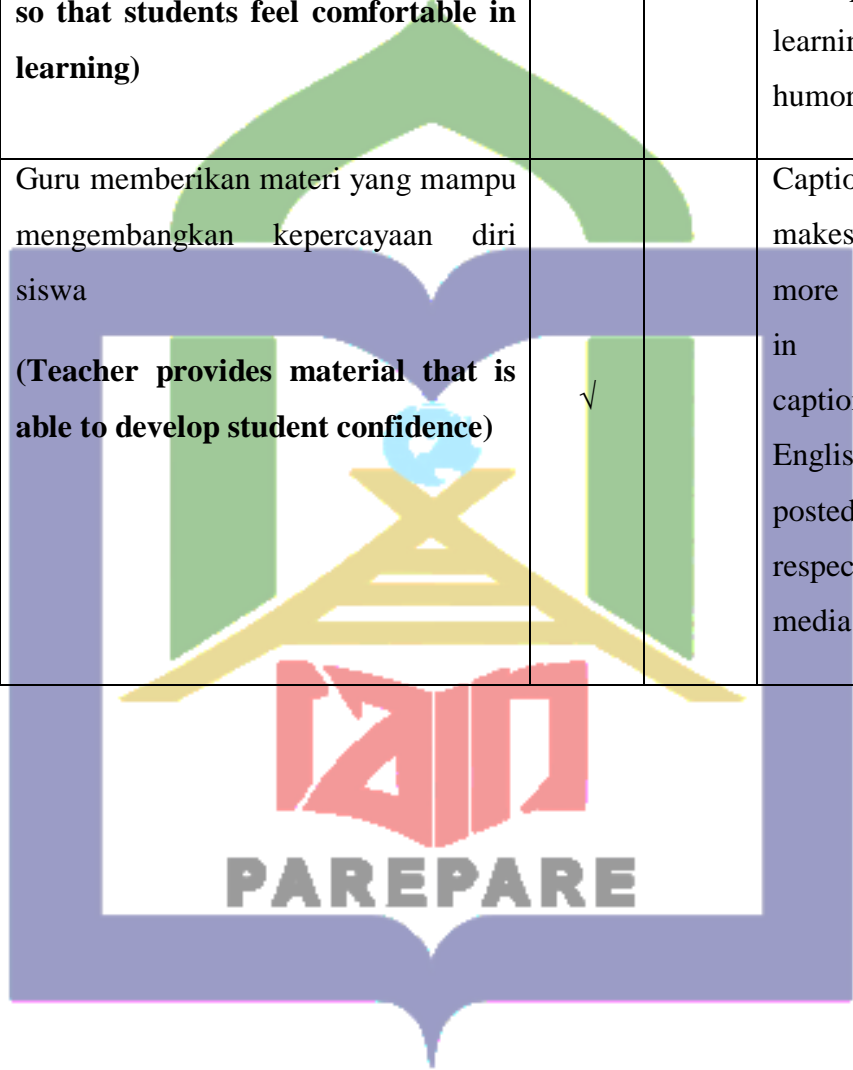
Date/ Time : October 24, 2019. Thursday 09.10 – 10.30 a.m

No	Aspek-aspek yang diamati / Observable aspects	Pemunculan Hasil Pengamatan / Observational quality		
		Ya / yes	Tidak / No	Keterangan
1	Guru menyusun skenario pembelajaran yang sesuai dengan perkembangan peserta didik. (Teacher created a teaching scenario that corresponds with the learners' development)	√		The teacher has had lessons for one semester especially for class XII
2	Guru mengembangkan materi pembelajaran agar menarik perhatian siswa		√	The teacher does not develop learning material

	(Teacher develop teaching materials to attract students attention)			too often for class XII because sometimes the material is very much and the time is small so sometimes the material is given directly but gives students time to ask
3	Guru mengaitkan materi pembelajaran dengan pengetahuan lain yang relevan. (Teacher connect learning material to other relevant knowledge)	√		The teacher does not always associate the material with other knowledge
4	Guru mengaitkan materi dengan realitas kehidupan. (Teachers associate teaching material with the realities of life)	√		The teacher once gave a caption material then was applied by students on each student's social media.
5	Guru melaksanakan pembelajaran kontekstual. (Teacher practice contextual learning)	√		The teacher carries out contextual learning

6	<p>Guru melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai. (Teacher perform learning according to competence which will be achieved)</p>	√		<p>The teacher always pays attention to the indicators that must be achieved at each meeting</p>
7	<p>Guru menyampaikan materi pembelajaran yang membuat siswa lebih aktif (Teacher deliver the teaching material that make students more active)</p>	√		<p>The teacher conveys the material clearly and does not beat around the bush so students more find themselves additional information about the material with the aim of students actively thinking</p>
8	<p>Guru memberikan kesempatan siswa untuk bertanya dan menyampaikan pendapat (Teacher give students opportunities to ask and give opinions)</p>	√		<p>The teacher gives the opportunity at the end of the explanation.</p>

9	<p>Guru mengembangkan materi pembelajaran agar siswa merasa nyaman dalam belajar.</p> <p>(Teacher develops teaching material so that students feel comfortable in learning)</p>	√	<p>The teacher does not develop the material but creates an atmosphere of learning with humor</p>
10	<p>Guru memberikan materi yang mampu mengembangkan kepercayaan diri siswa</p> <p>(Teacher provides material that is able to develop student confidence)</p>	√	<p>Caption material makes students more confident in making captions in English and posted on their respective social media</p>



CURICULUMVITAE



The writer Hardiana, was born on September 09, 1997 in Parepare South Sulawesi. She is the second child from three children in her family. She has one brother and one sister. Her father's name is Kalla and her mother's name is Ramlah. She likes dancing, travelling, and watching movie.

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