

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### 4.1 Pedagogic Competence Teachers in Teaching Reading Comprehension

Pedagogic competence was the teacher's ability to manage learning to create an effective and efficient teaching and learning atmosphere. Learning was essentially a process of interaction between teachers and students through the integrated activities of the two types of activities i.e. student learning activities and teacher teaching activities. Teachers were required to be able or skilled in terms of managing learning activities so that the learning objectives can be achieved as expected.

Before seeing the pedagogic competence of the English teacher as a whole, it was necessary to review the qualifications for education, because it was one of the requirements that professional teachers must have, i.e. at least have academic qualifications. Starata 1/Diploma IV. In the case of teacher education Qualifications English Language at SMP Negeri 4 Sendana can be seen in the table below:

Table 4.1 The State of English Teacher at SMP Negeri 4 Sendana

No	Nama	Pendidikan	Unit Kerja
1	Nurwahidah	S1/pendidikan bahasa inggris	SMP Negeri 4 Sendana

Source: *Documentation of SMP Negeri 4 Sendana, year 2019.*

The results of researchers showed that awareness to improve pedagogic competence, especially in improving English teacher education qualifications is good, proven by English teachers who had undergraduate qualifications. According to Amiruddin as headmaster of Junior high School 4 Sendana:

the education qualifications of English teachers in SMP 4 Sendana was certainly very influential in achieving the objectives of learning.<sup>1</sup>

Based on the results of the interview with the headmaster above, had given the understanding that the level of education were very influential in achieving educational objectives. The teachers of the future no longer appeared as teachers, but are also growing roles as coaches, advisers and managers learn to develop the creativity of students. Teacher education should be improved to match the demands of existing rules and current educational conditions.

#### 1. Mastering the Characteristics of Learners

The process of teaching learning was at the core of the overall education process with the teacher as the main role holder so that the learning process can be effective and efficient as expected, then the teacher as the role holder Should be able to know and understand the characteristics of learners, so that what the teacher is given is what the learners need.

An understanding of learners required the clarity and activity of the teacher, as a teacher should actively understand the learners. As for the idea of the ability of English teachers to understand learners as English teachers had expressed:

As a teacher, I must always be responsible for the problems and complaints experienced by learners to then be able to resolve the solution so that the teacher is also a child facilitator in learning. What I usually do to understand the first student is through an individual approach, both my observations of students ' behavior in school, and the latter being through student learning outcomes. After I know the condition of the learners then the next step that I do is to clatter the child into several groups with different treatment The first group of children who had a high ability or intellectually then In his studies I did a lot of enrichment or additional material, a group of children who had the ability to

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<sup>1</sup>Amiruddin, *Headmaster*, Interview, Majene 19 August 2019.

do a study of the material for a child who had low ability, I did a remedies or repetition.<sup>2</sup>

Based on the results of the study gained from interviews one of the learners that:

Teachers divide the group according to their abilities and gave us the same opportunity to actively participate in learning activities.<sup>3</sup>

The above statement illustrates that there were a few things teachers should look at in the learning process, which is the teacher's understanding of learners who will help students overcome personal and social issues, Organize class discipline well, assess students ' learning outcomes and progress, serve the individual differences of learners and provide guidance for learners as described above about understanding English teacher at SMP Negeri 4 Sendana to students is by providing services to individual student differences, this will be meaningful while getting the optimal service from educators and learners gets opportunity to develop themselves in accordance with their abilities.

## 2. Ability to Implement Learning

The learning process was a series of programs that have been created. In this activity, the skills demanded is the activation of English teacher at SMP Negeri 4 Sendana in creating and growing students ' activities in accordance with the plans that has been compiled.

English teachers should be able to make decisions on the basis of appropriate assessments in consideration of the learning activities being chopped, the methods changed, or the activities that are then needed to be repeated if learners had not been able to reach the objectives Learning.

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<sup>2</sup>Nurwahida, *the English Teacher of Class Ninth*, Interview, Majene 28 August 2019.

<sup>3</sup>Amiruddin, *Headmaster*, Interview, Majene 19 August 2019.

The following were the data of the authors' interviews with student related to the teacher's ability to perform the learning process. As one of the learners revealed that:

Before the learning process began, teachers always looked at the student's condition, asked the previous lesson materials and related actual events relevant to the competency indicators that the learners would learn. At the end of the teacher's lesson resubmit the fundamentals of the lesson so that the students get a full picture of the subject matter and learning outcomes.<sup>4</sup>

The learning process was essentially to develop students' creativity activities through a variety of interactions and learning experiences. The study conducted by English teacher at SMP Negeri 4 Sendana in Majene District provides a description of teachers' ability to manage learning with a varied learning pattern and learning methods aimed at Create effective and enjoyable learning.

### 3. Curriculum Development

Pedagogic competence was the ability for teachers to manage learning to create an effective and efficient teaching and learning atmosphere. Learning is essentially a process of interaction between teachers and students through a concerted activity of two types of activities i.e. student learning activities and teacher teaching activities. Teachers are required to be able or skilled in managing learning activities so that the objectives of study can be achieved as expected.

Teachers are able to make syllabus according to the most important curriculum objectives and use RPP in accordance with the objectives and learning environment. Teachers can choose, prepare and organize learning materials that suit the needs of learners.

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<sup>4</sup>Ayu, *One of the Students of Class Ninth, Interview, SMPN 4 Sendana, Majene 28 August 2019.*

The results of the interviews were stated that whether English teachers use syllabus/RPP in the study as expressed by one of the learners, namely:

In the learning process of English language education teachers first make preparations before carrying out the learning process in the classroom including the study Implementation plan (RPP), syllabus, resources and teaching methods.<sup>5</sup>

According to Nurwahida:

Before performing the learning process in the classroom, I first devise a learning plan by guiding the curriculum and drafting a study plan with the guidance on the curriculum and textbooks. In addition, before The process of teaching the learning first I conditioned the children in a quiet situation, evaluation of the last lesson, reflex the subject matter by shricing the child to summarize the material and the application of the subject matter in life Daily.<sup>6</sup>

Further Nurwahida reveals:

Before teaching the preparations that can be done is to look at the curriculum, develop Silabi, create annual programs, semester programs, learning plans and assessment management.<sup>7</sup>

From the results of interviews with English teachers and students showed that teachers in SMP 4 Sendana made the syllabus/RPP in the study of English.

#### 4. Educational Learning Excitement

An effective teacher was a teacher who able to carry the bearer of the participants by successfully achieving the teaching objectives. Teaching in front of the class was a manifestation of interaction in the communication process. The teacher is a figure that is used as a place to ask something, whether it was related to the subject matter, or something that was the result of technological developments.

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<sup>5</sup> Nurwahida, *The English Teacher of Class Ninth*, Interview, Majene 28 August 2019.

<sup>6</sup> Nurwahida, *The English Teacher of Class Ninth*, Interview, Majene 28 August 2019.

<sup>7</sup> Nurwahida, *The English Teacher of Class Ninth*, Interview, Majene 28 August 2019.

Based on the results of the study gained from an interview with one of the learners that:

Teachers carry out learning activities aimed at assisting the learning process, not to test so as to make it feel depressed, teachers communicate new information (e.g. Additional material) in accordance with the ability of the teacher to overcome the mistakes made, stages of learning process and not just the mistakes that need to be corrected. For example: Knowing in advance the other learners who agree/disagree with the answer, before providing an explanation of the correct answer, teacher implements the appropriate curriculum content learning activities and connects it with The context of daily life, learning teachers ' teaching activities vary with sufficient time for learning activities according to learning capacity and maintaining attention, the teacher provides many opportunities to ask, practice and interact With other learners.<sup>8</sup>

Further the Headmaster reveals:

Judging from the role of teachers in the classroom, they play a teacher in the classroom, they act as a communicator that communicates the material in both verbal and non-verbal forms. The message to be communicated should be packaged so that it is easily understood, understood, learned, digested and applied to the learners.<sup>9</sup>

In this regard, as research found in the field that English teachers in SMP Negeri 4 Sendana in terms of communication with students is not limited, both in class and outside the classroom. The form of student communication with teachers outside the classroom is that when there are learners who had difficulty understanding the material, the teacher is open when the child needs a special deepening of the material and sometimes the learners greet when guest and ask about the state of his teacher and look there was no distance between the teachers of learners. Teachers must always nurture relationships, the family spirit of social solidarity. Means that teachers should create and nurture fellow-teacher relationships in their work

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<sup>8</sup>Ayu, *One of the Students of Class Ninth, Interview, SMPN 4 Sendana*, Majene 28 August 2019.

<sup>9</sup>Amiruddin, *Headmaster*, Interview, Majene 19 August 2019.

environment, and teachers should create and nurture a family spirit, social solidarity in and out of their work environment.

In connection with the above, the picture of the relationship with fellow teachers in SMP 4 Sendana is teachers in the school trying to create a harmonious relationship between the relationship with the task of the Association and the family relationship.

#### a. Media Usage

A teacher was required to have competence in the utilization of learning technology especially the Internet so that teachers were able to utilize a variety of knowledge, technology and information in carrying out its main task of teaching and forming competencies Learners. In relation to this, based on the results of interviews with the school headmaster at SMP Negeri 4 Sendana revealed that: In teacher learning often use the facilities of learning technology such as Internet, computers, LCD Projector and so on.<sup>10</sup> As revealed by English teachers.

In the learning process, I often use the learning media because for me media or learning tools related to Islamic religious education material of the school has an LCD projector that can support the achievement of the purpose Classroom learning.<sup>11</sup>

The above was reinforced with interviews that English teachers used media at the time of learning can provided media/tools that fit the learning materials due to the mastery level of media usage that complies with the material Learning. Another reason is that the school prepares learning media that can be used,

One of the learners said that:

I think teachers are very interesting when learning was done using the main media technology. I am interested in following the lessons and easily they understand according to the purpose of learning. I also want to always learn,

<sup>10</sup>Amiruddin, *Headmaster*, interview, Majene 19 August 2019.

<sup>11</sup>Nurwahida, *the English teacher of class ninth*, interview, Majene 28 August 2019.



although sometimes the media such as the LCD owned by the school was sometimes used by teachers of other areas of study so I still try to use the main media props in learning so that participants Students are easily able to capture lessons.<sup>12</sup>

It was worth noting that a teacher in the learning process should pay attention to the media and learning resources used in explaining the lesson material will stimulate learners ' thinking power, because they can see what Described by the teacher and will assist the students ' memory, students can observe in detail the learning objects described by the teacher, in such a way that the results of learning will be maximal and will give their own impression on Learners.

The above English teacher statement shows that as educators should find other ways in which learners are able to understand the lesson. One of them is with props, props was one of the defining components of learning effectiveness, props transforming the abstract materials into concrete and realistic.

The provision of props is part of the fulfillment of the gods, students learn, according to the type of learners. Learning to use props means optimizing the function of all five senses of learners to improve the effectiveness of students learn by listening, seeing, touching, and using his mind logically and realistic. The lesson is not merely a dreamy in the abstract region, but rather as a realistic concrete empirical process and a part of life that is not easily forgotten.

#### b. To Leverage Learning Resources

Learning resources are an effective learning tool that gives students a message, so it needs the skills and expertise of a learning manager in this case teachers to

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<sup>12</sup>Ayu, *One of the Students of Class Ninth, Interview, SMPN 4 Sendana*, Majene 28 August 2019.



power the learning resources as a medium that will help Facilitate the teacher in delivering lesson messages.

As explained in the explanation above in the discussion of pedagogic competence, one of the capabilities of English teachers using props and utilization of learning technology gives the GAM that there are some teachers who can To empower learning resources such as the use of information technology as a learning resource as booked by the teacher in SMP Negeri 4 Sendana to attract learners in learning to need learning through mass media means learners Assigned to learn from the information they get in the media later associated with the subject matter learned

1. Supporting factor and competency of teacher competence in English language learning at SMP 4 Sendana Regency

a. Supporting Factors

Speaking of the competency supporting factors of English teachers according to the authors ' research results include teaching experience, discipline, the role of the headmaster in providing motivation and discipline of teachers and facilities and infrastructure as English Teacher's explanation that:

One of the contributing factors in improving teachers ' competence is the teaching experience, which is why it is very decisive for English teachers in the possession of adequate competencies.<sup>13</sup>

Teaching experiences with teachers discussing the UK are not only limited to their English teachers but also how they maximize their teaching experience in maximal learning outcomes. From the principal explanation.

The teacher in SMP Negeri 4 Sendana is considered to have experience in teaching, it is recognized by the Headmaster of Junior high School 4 Sendana in an

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<sup>13</sup>Nurwahida, *the English teacher of Class Ninth, Interview*, Majene 28 August 2019

interview with the author: The English teachers here have had a long-standing teaching experience, so that in learning it was easy to perform their duties as teachers and educators.<sup>14</sup>

Furthermore, an indicator of supporting factors to increase competency of English teachers is a matter of discipline. The observation of the authors shows that the english teacher's discipline in the state Junior high School 4 Sendana was quite good, proved when researchers visited several times after visiting English teachers are in school and doing their job well. If any of those who do not have time to attend is due to health reasons

English teacher discipline problem was submitted by the principal of SMP Negeri 4 Sendana who assessed that the discipline of English teachers in the school was good enough, proven that the concerned always come to school on time and The process of learning and finishing it on time anyway. The English teacher Although the health condition is poor, but always try to perform the citizens with maximum. Recognition from English teachers on discipline states:

Me as an English teacher always trying to discipline myself in carrying out the task, because as a teacher is certainly an example for learners, it is not good if teachers teach the discipline to the child while we are As the teacher cannot be disiplinary.<sup>15</sup>

Some factors supporting the competence of English teachers in learning one of them was the discipline that is implemented by all elements in the school, whether it was discipline related to the task or discipline related to The learning process. Discipline for religious teachers is disciplined in progress and implement learning,

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<sup>14</sup>Amiruddin, *Headmaster*, interview, Majene 19 August 2019

<sup>15</sup>Nurwahida, *the English teacher of Class Ninth, Interview*, Majene 28 August 2019.

school planning as well as evaluation planning. If the teacher is able to perform the job well, timely according to what has been established by the school by itself, then the learning achievement will also increase. According to English teacher.

During this time I observe the discipline of the policy made by the head of the school was good but in the implementation all of this was in the consciousness of each individual. The higher the awareness of teachers to discipline in carrying out their duties so that it will create quality learning and dissipation will also give a big influence of learners.<sup>16</sup>

Based on the explanation above, it was clear that an institution needs a maintainer or a leader that regulates the implementation of the process of learning in the school, and the achievement of objectives that had been formulated before.

The leader of an educational institution was someone who can plan, organize, supervise the learning process to achieve and achieve the learning objectives. Education managers in schools, researcher refer to as vehicle drivers, in this case the leader or principal who manages the organization and vehicles in the form of a school or college, the driver plays a very important role In achieving a mutually agreed-upon goal. Leaders who lead organizations and drivers who drive their vehicles have systemic work, which means involving parts or elements, elements that cannot be separated from each other.

#### b. Inhibitory Factor

With regards to things that become a factor of competency inhibiting English teachers in the study in SMP Negeri 4 Sendana can be known results of interviews with the teacher of State English 4 Sendana not support the facilities and infrastructure owned By the school. “One of the factors that hinder for English

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<sup>16</sup> Nurwahida, *the English teacher of Class Ninth, Interview*, Majene 28 August 2019.

teachers in SMP Negeri 4 Sendana was a vocabulary that is owned by students less".<sup>17</sup>

Based on the statement above, the vocabulary that should be owned by learners to facilitate the learning process, was actually a barrier to English teachers in the school in improving the quality of education special reading comprehension.

The success of reading comprehension was determined by the availability of dictionaries that have learners. This is because both have a pen-ting role in the learning process at school. Dictionaries found in schools are intended as equipment used in the learning of either directly or indirectly.

The next perceived inhibitory factor is the limitation of the lesson hours for the english teacher lesson, as stated by Nurwahida:

As a teacher of English language time allocation lessons reading comprehension is an obstacle, because the material to be delivered is very much based on the formulation of existing curriculum. Similarly, the material should be combined with the practice directly to learners who need less time.<sup>18</sup>

Reading lessons comprehension not only the theory that must be mastered but should be supported by the practice directly become one of the barriers felt by English teachers in SMP 4 Sendana which as above statement.

Another inhibitory factor was the lack of student vocabulary based on the observation result that the development of an inadequate vocabulary and learning material is also the thing that inhibits the teacher's competence in learning reading Comprehension. In the implementation of learning, English teachers had used and

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<sup>17</sup> Nurwahida, *the English teacher of Class Ninth, Interview*, Majene 28 August 2019.

<sup>18</sup> Nurwahida, *the English teacher of Class Ninth, Interview*, Majene 28 August 2019

utilized dictionaries in the delivery of learning materials, but sometimes the dictionary owned by the school is not for all learners

According to Nurwahidah:

In the process of learning to teach the media is used with the goal of helping teachers to learn more effectively and efficiently. Therefore, educational media can be effective and streamline students' learning, so students can more easily understand the contents of the lessons presented by teachers who ultimately encourage learners to achieve results Study well or satisfactorily but the constraints when at the same time the students who are in SMP Negeri 4 Sendana want to use a school owned media such as dictionaries but the school has only a kind of available can Used in learning.<sup>19</sup>

Another inhibitory factor was that all learners have different backgrounds. The principal that in a school is sure to find a wide variety of students' problems. This was due to the diverse background that is owned by the students including physical, thinking skills, economic, social and other factors. This demands a school to treat learners with regard to the background. Indeed in a school there were rules that are formed as a reference in the handling of the case as well as the problem of learners, but the flexible approaches to the background that learners have of course is absolutely necessary.

Learners were just like any other human being, who would come to what they like. As great as any teacher, a motivator though, would not be able to increase the motivation of learners in learning when it was not possible to make learners like what will be learned, because with a condition that was still ability against all sorts of Influence, can actually be utilized as an entrance to touch the feelings of the Codger

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<sup>19</sup> Nurwahida, *the English teacher of Class Ninth, Interview*, Majene 28 August 2019.

participants. Learners were very dynamic figures, so changes can happen when the effort is consistently done.

#### 5. Prospective Student Development

Teachers can be analyzed the learning potential of each learner and identify the potential of student development through a learning program that supports students to actualize their academic, personality, and creativity potential until there is evidence Clear that students actualize their potential.

Based on the results of the study gained from interviews with one of the learner.

Teachers analyzed the results of learning based on all the assessments of each student to determine their level of progress. Designing and implementing learning activities that encourage to learn according to individual learning skills and patterns. Actively assisting in the learning process by giving attention to each individual.<sup>20</sup>

From the results above shows the competence of pedagogic teachers in the development of students in actualize the various potentials of the students already conducted teachers trying to direct the talent that was in the learners

#### 6. Communication with Learners

An effective teacher was a teacher who is able to bring the participants to the students by successfully achieving the teaching objectives. Teaching in front of the class is a manifestation of interaction in the communication process.

Judging from the role of teachers in the classroom, they act as a communion that communicates the material in both verbal and non-verbal forms. The message to

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<sup>20</sup>Ayu, *One of the Students of Class Ninth, Interview, SMPN 4 Sendana*, Majene 28 August 2019.

be communicated should be packaged so that it is easy to understand, understand, learn, digest and apply the learners.

In this regard, as researchers find in the field that English teachers in SMP Negeri 4 Sendana in terms of communication with learners was not limited, both in class and outside the classroom. The form of student communication with teachers outside the classroom was that when there are learners who had difficulty understanding the material, the teacher was open when the child needs a special deepening of the material and sometimes the learners greet When you meet and ask about the state of her teacher and there is no distance between the teacher and the learners.

Teachers must always nurture relationships, family spirit and social solidarity. Means that teachers should create and nurture fellow-teacher relationships in their work environment, and teachers should create and nurture a family spirit, social solidarity in and out of their work environment.

In relation to the above, the picture of the relationship with fellow teachers in SMP Negeri 4 Sendana was teachers in the school trying to create a harmonious relationship between the relationship with the task of tourism and the family relationship. As Nurwahida expressed that:

Speaking of the relationship of fellow teachers in SMP Negeri 4 Sendana We as teachers in this school seeks to create a good relationship with associates both the relationship related to the relationship of family and related to the task Such a teaching activity. For example, I as a teacher often discuss with friends when there are materials or terms that I don't know or sometimes ask for opinions on other teachers when I have difficulties in managing learning.<sup>21</sup>

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<sup>21</sup>Nurwahida, *the English teacher of Class Ninth, Interview* Majene 28 August 2019.



The same was conveyed by one of the learners through interviews along with the authors who reveal that:

As a student I always strive to maintain a good relationship with the teachers who were in this school to maintain a harmonious relationship as a large family junior high School 4 Sendana to facilitate the furthering of the school.<sup>22</sup>

Nurwahida opinion is strengthened by the fact in the field that teachers have the ability to communicate and interact with learners. It is an image of the familiarity between teachers and learners. Teacher is a figure that is used as a place to ask something, both related to the lesson, or something that is the result of technological developments. This kind of activity demands to all teachers to be actively involved and able to communicate well with others, supple in hanging out, having openness to think, socializing ability with others. Based on the explanation above, it describes the ability of English teachers to communicate with students, which was harmonious and family communication.

#### 7. Assessment and Evaluation

Evaluation was a tool to measure how far the ability or competence the learners had. The evaluation was useful to see the change in proficiency in the level of knowledge, skills in skill and change in attitude, so that as a teacher is required to perform in conducting evaluation of learning.

In relation to this, it was based on the results of interviews with some English teachers at SMP 4 Sendana, as expressed by Nurwahida:

When conducting the evaluation, I used the process assessment model i.e. I do the assessment when learners do the learning process, for example in discussions can be seen from the activity of learners in giving arguments, The ability of learners to answer questions,

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<sup>22</sup>Ayu, *One of the Students of ninth grade SMPN 4 Sendana*, Majene 28 August 2019

solidarity, breadth of material and so on. In addition, I also use the assessment model of the results of evaluation after completing one material form such as written test and oral test.<sup>23</sup>

Increasing the pedagogic competence of teachers will avoid the monotonous learning activities that make the learners lose their interest and absorption and concentration. Pedagogic competence was ability related to the understanding of students and learning managers who are educational and dialogist. This was closely related to the student's decision to learn more vigorous and meaningful to the teachers' concerned experience effective learning.

The form of pedagogic competence implementation was English teachers using various methods in learning tailored to the purpose of learning. It was based on the narrative Nurwahida.

That using a varied method for English teachers was a must because not all material fits a single method so that it needs a method tailored to the material to be taught.<sup>24</sup>

Based on observation results, English teachers uses methods according to students' conditions when the lesson hours begin. The teacher's skill component managed learning not to miss the teacher's effort to create an atmosphere of the attitude of the learner and raise the attention of learners to be directed at things to learn. Teachers who had relevant learning methods will be able to attract the attention and motivation of learning learners. When teachers explained the material needed expertise in creating an active student learning atmosphere with a varied interaction pattern and selection of the right method that attracts students' attention.

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<sup>23</sup> Nurwahida, *the English teacher of Class Ninth, Interview*, Majene 28 August 2019.

<sup>24</sup> Nurwahida, *the English teacher of Class Ninth, Interview*, Majene 28 August 2019.

## 4.2 Reading Comprehension of Students

Measuring students' reading comprehension is not separated from speed or time reading it. Any measurement related to this reading ability certainly includes speed and understanding of the content of readings. Reading ability is speed of reading and understanding of content as a whole. So, between speed and understanding of the readings both together. How to measure reading ability is the number of words that can be read per minute multiplied by the percentage of comprehension is readings. Reading comprehension can be measured by questions that ask about what the author means, what the author will say, and what things are expressed in the reading.

Flexible reading speed The ability to read each student differently, in the researchers observation some of the students' ability in reading is still categorized slow and still stammering. And some students are reading at unstable speeds. This is due to the reading interest of diverse students and the student's interest in reading the text of diverse readings, which sometimes students do not like the reading text or the level of text difficulty to understand.

Based on the results of research obtained from interviews with Nurwahidah, SS. Expressing the ability of reading comprehension can be measured through the following questions:

- 1) literal level of understanding
  - a) What works on the story?
  - b) Who are the main characters?
  - c) Where does it last?
- 2) Interpretation rate
  - a) What the author is trying to say?
  - b) What is the theme anyway?
  - c) How does this fact match what has been known?
- 3) Third level
  - a) What symbols are conveyed?
  - b) Can I conclude from what is being said?

c) The evidence-what is the incidence for generalizations?<sup>25</sup>

So reading comprehension can be measured in three levels, namely (1) literal level of understanding, (2) level of interpretation, and (3) level of understanding beyond discourse. The literal level asks what is expressed in reading, the level of interpretation asks about what is meant to be fabricated, and the third level of understanding asks things beyond discourse.

The reading Comprehension Ability test includes:

1. Language and emblem of writing

- a) The ability to understand the words used in ordinary writings and the ability to understand written terms that seldom apply in ordinary writings or ordinary words that apply in a special sense as contained in reading material.
- b) The ability to understand sentence patterns and word forms as they are used in, writing language, and the ability to follow longer and harder parts that are found in official writings.
- c) The ability to interpret with symbols or signs used in writings i.e. punctuation, capitalization, paragraph writing, italics usage, bold printing, etc. used to strengthen and Clarify the understanding used in reading.

Graphical symbols such as punctuation, capitalization, italics and so assessed for students can easily understand the content of writing. Because in writing, it is very important. Contains its own meaning.

Based on the results of the study gained from an interview with one of the learners said that

English teachers perform academic activities professionally. The teacher initiates the learning by sharing print text reading or print out results and displaying in the power point. Learning reading, teachers

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<sup>25</sup>Nurwahida, *the English Teacher of Class Ninth*, Interview, Majene 28 August 2019.

have prepared by highlighting the highlights of each new word by bolding the words to attract attention. Through this effort, able to give appropriate attention to the meaning of the word.<sup>26</sup>

The learning process of reading that is applied during the student learning process pays attention to the emblems of the graphic in the writing to easily understand because the teacher has prepared by giving highlight marks on each new word with Prints thicker.

Based on the results of the study gained from an interview with one of the learners said that

In reading I still lack understanding or have not been able to interpret signs or symbols, such as punctuation, the use of italics, bold prints and so on in writing.<sup>27</sup>

In this research researchers still find some children who are less concerned with punctuation as they read thus causing them to be less able to understand the content of the reading. Overview In general When this research they read at a less regular pace so that when there are punctuation points that should be a long pause they read in the continuing cause a difference in understanding the content of the reading. And other punctuation that they lack to understand causes them to be difficult in understanding the reading. In reading we should still pay attention to punctuation, punctuation itself is a role that shows the structure and organization of a writing and also intonation.

## 2) The idea

a) The ability to know the intent of the author and the fundamental idea presented in the essay.

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<sup>26</sup> Ayu, *One of the Students of Class Ninth, Interview, SMPN 4 Sendana, Majene 28 August 2019.*

<sup>27</sup> Ayu, *One of the Students of Class Ninth, Interview, SMPN 4 Sendana, Majene 28 August 2019.*

- b) The ability to understand ideas that support the subject of the author.
- c) The ability to draw right conclusions and precise intelligence on what the authors put forth in the reading.

The main thoughts or basic ideas and all parts of the reading should be understood well, because in some questions about reading always ask about it. Why is it important, because if we already know the basic idea or the main mind of a reading it will be easy to understand all its content

Based on the research results gained from interviews with English teachers said that

In a writing discourse it is very important to know the intent of the reading or sentence. In determining the fundamental idea or finding the conclusion, we must know the relevance of the meaning of each word and sentence.<sup>28</sup>

In addition to maximum learning preparation in new words to be addressed for students, it is successful to demonstrate a good understanding to lead students to understand the content of reading, leading to comprehensif understanding.

Understand what it takes when reading and directing students to develop their reading skills through the right reading learning program

Can be concluded that reading understanding is an activity done by one to understand the contents of the reading thoroughly. So the understanding process awakens optimally.

Drawing conclusions from the written discourse we have read is very important to see the extent to which students can catch or understand from the results of reading it. Conclusion is a statement made from the basic idea/main idea and the keyword of the explanatory sentence with the sentence itself. Conclusions gained from a series of facts that occurred.

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<sup>28</sup>Nurwahida, *the English Teacher of Class Ninth, Interview*, Majene 28 August 2019.

Based on the research results gained from interviews with English teachers said that

Obtain the material and read the material for information. These situations and conditions make learners able to conclude what they read.<sup>29</sup>

As a good reader should understand what it reads, so that in the activity of reading the understanding demanded attention or concentration, a very close ability of relationship with intent. Understanding is very helpful by reflection or thinking on what is read. Understanding is an important activity in reading because with understanding we can know the information of the reading as a whole.

In each reading, the author has the style and intent to convey the reading. In that rate, the teacher can make a test or give the student a reading and then pay attention to the six aspects.

From the researchers ' observations in the study of several ninth graders, it was difficult to find the main idea in reading text. This is due to lack of careful reading. The ability to understand the idea and find the fundamental idea in each paragraph is evidence that he can understand the reading. It is in accordance with the purpose of reading understanding.

### 3) Tone and style

- a) The ability to recognize the author's attitude to the problems he has found and the author's attitude to the reader. Ability to understand the writing tone that authors put forward.
- b) The ability to know the technique and style of writing that the author used to convey his ideas in the reading.

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<sup>29</sup> Nurwahida, *the English Teacher of Class Ninth*, Interview, Majene 28 August 2019.



In each reading, the author has the style and intent to convey the reading. In this rate, the teacher can make a test or give a reading to the students.

Based on the research results gained from interviews with English teachers said that

Some learners have not been able to know the author's intention to convey this idea in the form of sentences, namely we call the main sentence. This main sentence can be in the beginning of the paragraph or at the end of the paragraph<sup>30</sup>.

Based on the preparation and application of his studies, the first analysis of the dime showed clearly that the teacher was quite focus on the interaction of reading learning. Teachers clearly apply the reading skills by digging into the overall text comprehension. What is done is to solve the problem of new words that are possible activities that explore understanding comprehensively. The activity is feared to be an activity that only understands the contents of the text partially. This strategy is certainly in line with the purpose of reading that people do on natural reading activities in life. Therefore, this strategy is enough to direct students to build reading skills that are in line with the skills needed in his or her life. The proficiency of understanding the good and correct text should be in line with the naturally needed life-reading skills, namely understanding the comprehensive overall text content.

Implementation of learning Management in the field of reading comprehension has been implemented by the teachers according to the planning although still seen so many difficulties experienced by students especially in the understanding of discourse because The limitations of the vocabulary they have and from the less comfortable learning situations

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<sup>30</sup> Nurwahida, *the English Teacher of Class Ninth, Interview*, Majene 28 August 2019.

Broadly, the aspect assessed in the reading comprehension consists of three parts, namely (1) The understanding of the language and emblem of writing, (2) The style in the reading, and (3) the tone and technique used by the author. By understanding these three aspects, the reader understands the whole content of reading.

To know the results of Reding comprehension ninth graders in SMP 4 Sendana teacher give test to his students.

Tabel 4.2 Table of Students ' test results provided by the teacher

NO	STUDENT NAME	Value
1	ABD.MALIK	75
2	AKHMAD RIVAL.H	75
3	ANSAR	65
4	ASWIN	80
5	ATIQAHA PUTRI	80
6	AYU	60
7	FUTRI SUPARDI	70
8	HARPIA	65
9	HUMAIRA	75
10	JERNI	70
11	M.ALFUH	80
12	MARSYA	60
13	MASNAWATI	75
14	MIRNA	60
15	MURMAINNAH	65

16	NABILA	75
17	NURANA	75
18	NURMALISA	65
19	NURUL ADHAH	65
20	NURUL TRI HAPSANI	70
21	PIRSAN	65
22	RASDI	60
23	SARLINA	70
24	SELVI	80
25	SIGIT TRI NOVA	70
26	ULFA DWINTA	70
27	ULFIA	70

Test results that had been given the teacher to the students multiple choice format and incorrect or correct as much as 20 questions to 27 students the average value obtained 69.5 see from the standard of the kkm is 70.00 then reading comprehension students carried the average so that it can It was concluded that at the school of SMPN 4 Sendana District Majene subdistrict Tammerodo Sendana in ninth grade is still low reading comprehension based on the tests that had been done by the teacher.

As explained in the explanation above in the discussion about pedagogic competence illustrates that the teacher's pedagogic competence on understanding reading learners, researchers illustrate that the pedagogic competence of teachers is a combination of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting. Competence is defined as the knowledge, skills, and abilities

of a person who has become a part of himself, so that he can perform the best cognitive, effective, and psychometric behaviors possible.

After the researchers perform the analysis, the researcher will describe some of the students' understanding that had been done in accordance with the research guidelines that had been used from interviews that English teachers use, in reading comprehension on Ninth graders of SMPN 4 Sendana. Some of the statements and results of the tests that have been given by the teachers who say that some of the nine-grade learners in SMP 4 Sendana have not been able to understand the meaning and understanding in the meaning of the reading text. This is because of their lack of understanding the terms and lack of vocabulary that they should be able to master.

In connection with the teacher performance assessment activities, there are 7 (seven) aspects and 45 (forty five) indicators that relate to the mastery of pedagogical competence according to Akhmad Sudrajat. However in this research researchers focus only 3 aspects, namely; First, dominate learning theory and educational learning principles, Guru is able to build various approaches, strategies, methods, and techniques to educate creative learning in accordance with the standards of teacher competence. Second, curriculum development. Teachers are able to make syllabus according to the most important curriculum objectives and use RPP in accordance with the objectives and learning environment. The third, educational learning activities. Teachers are able to develop and apply the education lesson plan in full. Teachers are able to conduct learning activities that suit the needs of students. Lastly, assessment and evaluation. Teachers are able to perform the assessment and learning outcomes on an ongoing basis. Teachers evaluate process effectiveness and learning outcomes and use assessment and evaluation of information to design improvement

and enrichment programs. So 4 aspects of pedagogical competence of these teachers should be applied in the teaching of reading comprehension for effective learning and can be stated teachers have good pedagogical competence.

So see from the results of the above research with 4 aspects can be stated that the pedagogic competence of English teachers in the ninth grade in teaching reading comprehension in SMPN 4 Sendana good. This can be seen from the way teachers guide, manage learning, understand students, make plans, and evaluate student learning outcomes.

