ENGLISH TEACHERS' PEDAGOGICAL PERFORMANCE AT JUNIOR HIGH SCHOOL 7 KERINCI

A Thesis

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Hereby declares the originality of thesis; The writer has not presented anyone else's work to obtain the university degree nor has the writer presented anyone else's words, idea, or expression without acknowledgment. All quotation are cited and listed in the bibliography of the thesis. If in the future this thesis statement is proven false, the writer is willing to accept any sanction complying with the determined regulation or its consequence.

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MOTTO

“Success need a process”

وَجَدَ جَدَّ مَنْ

(“who’s earnest will succeed”)

This thesis is dedicated to my parents who always support and encourage me to believe in myself.

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ABSTRACT

Yenti, Linda Susri 2023. English Teachers' Pedagogical Performance at Junior High School 7 Kerinci. S2 Thesis. Master of English Education Study Program. Faculty of Teacher Training and Education of Jambi University in Academic Year 2022/2023. The first supervisor is Drs. Marzul Hidayat, M.A, P.hD and the second supervisor is Bunga Ayu Wulandari, S.Pd, M.EIL, P.hD.

This study aimed to examine the teachers' pedagogical performance in teaching English. This study was conducted at Junior High Schools 7 in Kerinci. The researcher applied a qualitative method with a case study design. The data for this study were collected using a semi-structured interview, observation by audio video recording and document analysis. The interview were conducted with two Certified English teachers as the participants. The data were analyzed using: data condensation, data display, and conclusion. The result of this study revealed Teachers' pedagogical performance is generally good; it can be seen the teachers make a lesson plan before teaching, implementing the teahing based on the plan, and doing evaluations such as assessing whether or not the objectives of teching have been fulfilled. In implementing the *Merdeka Curriculum* the teachers have to learn more about the understanding of the current curriculum since the comprehension of the teachers in the curriculum is in the stage of learning. Then, the teachers faced several obstacles in teaching such as in handling student compliance with bringing their learning materials and in ensuring students' comprehension of English. Additionally, assessing students progress posed challenges. The last, to engage students effectively, teachers were required to make use of information and communication technology (ICT) tools. However, the teacher needed more technological proficiency.

Keywords: *Competence, Pedagogical Competence, Performace*

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

The teacher has an essential role in education because the teacher is an educator who educates and teaches students starting from the playground, kindergarten, elementary school, junior high school, senior high school, and college. The Republic of Indonesia Regulation No. 14 in 2005 Teachers and Lecturers (Article 1) stated that the teacher is a professional educator with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in formal, immediate, and secondary education. Besides, the professional teacher also must have mastered the competencies related to knowledge, skills, or good behavior. The teacher hoped they could show the students how to get inside (cognitive), morals and values (affective), and skills.

According to the Republic of Indonesia Regulation No.14 in 2005 on Teachers and Lecturers and Government Regulation No. 74 in 2008, the government has developed four types of teacher competence as listed in the explanation of Government Regulation No.19 of 2005 on national education standards. Teacher competencies include pedagogical, personal, social, and professional competence acquired through professional education. Pedagogical competence is the ability of teachers to manage to learn. This competence can be seen in the ability to plan a learning program, execute the interaction, manage the learning process, and make an assessment. Teachers' personal competence as

educators is their primary duty in teaching. They should have good personal characteristics. The steady personality of the teacher will well exemplify learners and the community. Therefore, teachers will perform as a figure necessarily followed in advice, words, and commands. Professional competence is the ability to master the subject matter broadly and deeply. Professional competence includes expertise in the materials to be taught, the method, a sense of responsibility, and a sense of duty to the other teacher colleagues. In contrast, social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. This social competence includes skills in social interaction and social responsibilities.

Pedagogical competence is the ability of a teacher to carry out his obligations responsibly and adequately. According to Cooper in Syahruddin et al. (2013), Pedagogical competence refers to performance, knowledge, and skill in teaching and learning. In simple terms, based on Indonesian Government Regulation No.74 (2008) about teachers, pedagogical competence is teachers' ability to manage the students' learning activity. In addition, according to Irwantoro and Suryana (2016), the pedagogical competence of teachers based on The Minister of Education No. 35 (2010) there are several indicators, including (a) understanding the characteristics of students, (b) mastering learning theory and the principles of educational learning, (c) developing curriculum, (d) educating learning activities, (e) developing students' potential, (f) communicating with students, and (g) evaluating and assessing.

Pedagogical competence is a critical aspect of education itself. Teachers can better comprehend learning principles when they have pedagogical competence, beginning with understanding the material, choosing learning methods, finding teaching aids, and conveying the material. Widyaningrum et al. (2019) stated that teachers must have pedagogical competence because this competency includes understanding students, developing students' potential, and evaluating student learning outcomes. Furthermore, Ada and Azisah (2016) found the learning process effectiveness depends on how the pedagogical competence of the teacher is implemented so that the learning process can run structured and effectively. Pedagogical competence is one kind of competence that ultimately needs to be mastered by teachers.

Teachers' pedagogical competence is crucial to the success of students learning because the teacher is one of the components that have an essential role in the teaching and learning process. It's supported by Porniadi et al. (2019) that pedagogical competence is one of the competencies that educators must master because with this competence, education, and learning will be of higher quality, so it is expected that the maximum can absorb the knowledge taught. In addition, Utami (2003) stated that the teacher is a crucial aspect of learning. The quality of the educational process in schools has a lot of influence on student learning outcomes. Teacher pedagogical competence is essential mastery of academic science, skills, and attitudes demonstrated by responsible behavior in their duties. Teachers must be able to plan learning, material mastery, understanding of

students, communication skills, self-development, and carry out evaluations to succeed in proper effective performance.

From the explanation above, it can be concluded that pedagogical competence has an essential role in the learning process because it is directly related to the learning process, such as planning and implementing learning. Teachers not only serve as learning designers but also must be able to implement it. Suppose teachers cannot master pedagogical competence, of course. In that case, it will cause problems in teaching and learning activities, such as students' learning motivation decreases due to less exciting teaching methods and hampered interaction between teachers and students.

Interestingly, a number of scholars have studied deeply about pedagogical competence. Bilik (2020) has studied research entitled *The Issue of Teachers' Professional Competence and Pedagogical Competence in the English Teaching-Learning Process*. Through this research, the researcher found that many factors still inhibit students and teachers from learning English. This resulted in a lack of syllabuses and lesson plans, a lack of media use and teaching methodology, and teacher evaluation. The other related research was studied by Purnama et al. (2022) and was entitled *Teachers' Pedagogic Competence in Teaching English at Secondary School Level*. The researchers found that the main problem of English teachers is focusing only on the book instruction, not using English while teaching, and just giving the learners assignments without explaining in advance.

Based on the pre-research interviews, the researcher obtained information that the English teachers at a Junior high School in Kerinci are teachers who meet the requirements of professional teachers. They have bachelor's and master's degrees in teaching according to their field and already have teacher certification. In addition, this school has also implemented the merdeka curriculum in seventh and eighth grades in the academic year 2022/2023. Besides, the researcher found several obstacles faced by English teachers related to the pedagogical performance of teachers. The obstacle is a change in curriculum, that is, the Merdeka Curriculum, that makes teachers adjust the material in the new handbook. Teachers must also make the best use of their time because, in this Merdeka curriculum, time will be taken up for the project to strengthen the profile of Pancasila students or *"Proyek Penguatan Profil Pelajar Pancasila,"* commonly referred to as the P5 activity.

Referring to what has been done by the previous researchers and departing from the problems mentioned above, the researcher is concerned the teachers must have pedagogical competence because this competency is very important and includes the ability to manage learning, including planning a learning program, managing the learning process, and performing an assessment. To respond to this concern and to investigate the teachers' pedagogical performance and problems faced by teachers, the researcher tried to find out deeply about the English teachers' pedagogical performance and problems faced by teachers, especially certified English teachers, in case of their status as civil servants, the government

mobilizes to teach the students in this area by following the centralized curriculum and assessment at a Junior High School in Kerinci.

1.2 Limitations of the Problems

The scope of this study explains the English teachers' pedagogical performance and teachers' problems in teaching English at a Junior High School in Kerinci. Thus, the researcher limits the participants to two certified English teachers at the school.

1.3 Research Questions

Based on the background above, the researcher proposes the research questions as follows:

1. How is the teachers' pedagogical performance in teaching English at Junior High School 7 Kerinci?
2. What are the problems faced by teachers in teaching English?

1.4 Research Purposes

1. To explain the teachers' pedagogical performance in teaching English.
2. To describe the problems faced by the teachers in teaching English.

1.5 Definition of the Key Terms

To clarify and avoid misinterpretation of the key terms used, the researcher must present the definition of key terms. The details are as follows:

Competence: The skill and knowledge that enable a teacher to be successful.

Performance: The action or process of performing by the teachers in teaching English that result in achieving educational goal for students..

Pedagogical Competence: Teachers' ability to manage learning in teaching English.

1.6 The Significances of Research

This study is expected to give valuable information to English teachers, and future researchers. The details are as follows:

For English teachers

The result of this study can be a reference in teaching English for Junior High school teachers by the *Merdeka* Curriculum.

To give teachers the best understanding of the importance of pedagogical competence.

For Future Researchers

The result of this study can be a new related literature, especially for researchers who are interested in this issue, and this will be beneficial since it can be an input or reference to conduct the research related to English teachers' pedagogical performance at Junior High School.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Compentence

Competence is the ability to do something successfully or efficiently ,Mulyasa (2009), stated competence as knowledge, abilities, attitudes, and values demonstrated in one's thinking and behavior. Competencies in the educational system refer to a professional's capability to exhibit higher-order thinking and knowledge. These competencies can be acquired through education, training, and other appropriate experience levels of Competency.

According to the Republic of Indonesia Regulation number 14 the year 2005 about teachers and lecturers in section 1, subsection 10, “Competence (capability) is a set of knowledge, competence, and behaviour that must be belonging to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism”. Meanwhile, according to the decree of National Education no. 45/Um/ 002, Competence is a set of intelligent actions and the full responsibilities of a person as a condition to be considered capable by the public in carrying out tasks in certain occupations. It can be said that Competence is a mastery of capacity, skills, values, and attitudes that must be owned, lived, and controlled by the teacher who comes from education and experience and can professionally perform their teaching duties.

2.2 Teacher's Pedagogical Competence

Competence The term "pedagogical competence" is essentially a combination of the words "competent" and "pedagogical." Understanding these words is necessary to comprehend the time, as explained below. According to Saud (2011), three terms define competence in English. The first, "competence is being competent, ability to do the work," competence demonstrates one's capacity for performance. The second "competent" describes a person as having the capability, authority, power, skill, knowledge, etc., to carry out tasks. It also demonstrates that competence is a quality shared by competent individuals who possess the aptitude, maturity, knowledge, and other necessary attributes to complete tasks. The third "competency" is a rational performance which satisfies the objectives for a desired condition, demonstrating analytical performance or actions that can achieve its objectives satisfactorily. In simple term, competence is the capacity within an individual to perform the task or to make the necessary progress toward a goal.

According to Iqram (2017), competence is something that people should possess to demonstrate their abilities and knowledge in the workplace, as well as their character in that regard, and to direct their performance toward the goal they wish to accomplish. Auliawati (2017) further explains that competence is acting rationally to achieve the necessary goals in expected situations.

Thus, competence is shown by the appearance that can be accounted for as the rationale for achieving a capability. Therefore, it can be said that competence

is a person’s ability to carry out work activities, which is indicated by the ability to transfer skills and knowledge following their fields. Competence shows people’s ability to do a job rationally, have extensive knowledge related to their work, are trained to do the job, and can improve their results.

The word "pedagogical" is derived from the Greek word "Peados," which means that children learn knowledge, skills, and experience from adults with more experience. A pegaso is a person who professionally instructs, guides, and coaches an individual or a group of individuals to foster personality development that benefits the community. These terms are modified to be used as science about issues with teaching, learning, and discipline knowledge for parents' children, adolescents, or adults. Daryo (2013). Lengeverd makes the same claim in Iqram (2017). He states pedagogy is the scientific study of education focusing on educating and guiding young learners. Lisa (2012) says that pedagogy is the science of teaching young people. Consequently, pedagogy is the knowledge teachers or educators employ to help kids or students follow the right path to becoming real human beings.

From the explanation above, pedagogical competence is the ability of teachers to implement their knowledge to regulate the activities of the teaching and learning process from the beginning to the end, following students’ needs to achieve the objectives of the teaching and learning process. In addition, according to Indonesian Government Regulation No. 74, 2008, Pedagogical competence is the teacher’s capacity to handle students’ learning. It means that a competent teacher has good knowledge of their subject matter and their performance in the

classroom because both are two essential factors in the learning process. Another point is that teachers affect a very active teaching and learning process.

The following seven elements, or indicators of a teacher's pedagogical competene, are derived from The Minister of Education No. 35 (2010) and Irwanto and Suryana (2016):

1. Understanding the Students' Characteristics

The teacher expects the students to understand their characteristics during their educational tasks. As a result, the teacher can create and carry out educational activities that suit the requirements and situations of the students. A teacher should be capable of comprehending students so that they can advance in their knowledge. The Minister of Education No. 35 (2010) states that there are the following six sub-indicators for understanding students' distinctive aspects:

a. Every student in the classroom has characteristics that the teacher can recognize.
b. The teachers ensures every student can participate actively in the lessons being taught.
c. The teachers can set up the classroom so that every student can access learning opportunities equally.
d. To stop a student's behavior from disabling other students, the teacher looks for the reasons behind the deviations in the behavior.
e. The teachers assist students in developing their potential and overcoming their weaknesses.

f. To ensure that students with particular disabilities can engage in educational activities and avoid marginalization, such as being excluded, made fun of, insecure, etc. The teacher gives special attention to these students.

2. Mastering Learning Theory and Principles of Educational

The teacher must master learning theory and principles of education to establish various approaches, strategies, methods, and learning techniques that follow the characteristics of students so that the students are interns to learn and can actively achieve more optimal results. According to The Minister of Educational No. 35 (2010), there are six sub-indicators in mastering learning theory and principles of educational aspect as follows:

a. The teacher allows students to master the learning material according to age and ability through learning processes and varied activities.
b. The teacher always ensures the level of understanding of students towards certain learning materials and adjusts the following learning activities based on the experience level.
c. The teacher can explain the reasons for the implementation activity related to learning success, either appropriate or different from the plan.
d. The teacher uses various techniques to motivate learners' willingness to learn.
e. Teachers design interrelated learning activities by considering students' learning objectives and learning processes.

f. The teacher pays attention to the responses of students who need more understanding of the learning material being taught and uses it to improve the next learning design.

3. Curriculum Development

A curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used to organize learning activities to achieve specific educational goals, as stated in Regulation No. 20 (2003) about the National Education System. As a result, the teacher must be able to compile the syllabus and lesson plan according to the goals, learning environment, and curriculum being used.

The Minister of Education No. 35 (2010) states that the Developing Curriculum aspect has the following four sub-indicators:

a. The teacher can organize their curriculum-based syllabus.
b. The teacher creates a lesson plan based on the syllabus, discussing specific course materials to help students master fundamental competencies.
c. The teacher adheres to the prescribed learning material sequence, keeping in mind the learning objectives.
d. The teacher selects a curriculum that is relevant to the learning objectives, appropriate and current, based on the age and proficiency level of the students, and that can be implemented following the context of the student's daily lives.

4. Learning Activities

To help students understand the purpose of the activity, the teacher must be able to implement learning using a variety of approaches and methods while paying close attention to the class's needs. The teacher must also be able to effectively manage the class without engaging in activities other than teaching and learning. The Minister of Education's No. 35 (2010) states that the following eleven sub-indicators are part of teaching and learning activities: Implementing learning activities by the overall plan that the teacher has prepared shows that the teacher is aware of the goal.

a. The teacher carries out learning activities that aim to help students' learning process, not to test, which makes students feel depressed.
b. Depending on each student's age and learning capability, the teacher adapts how they are introduced to new information (like extra material).
c. Rather than viewing students' mistakes as problems that need to be fixed, the teacher views them as a step in the learning process. For instance, knowing other students agree/disagree with the answer before explaining the correct answer.
d. The teacher implements learning exercises in accordance with the curriculum content and connects them to the students' day-to-day experiences.
e. The teacher keeps students' attention while carrying out various learning tasks in a length of time suitable for the students' age and learning ability.

f. The teacher efficiently runs the classroom without taking over or becoming overly preoccupied with his tasks, allowing all participants to be used to their full potential.
g. The teacher modifies learning activities based on the needs of the class.
h. The teacher gives the class many chances to practice, ask questions, and engage with one another.
i. To aid students in learning, the teacher carries out learning activities methodically. For instance, the teacher might add new material after assessing how well the students understood the previous material.
j. To increase students motivation to meet learning objectives, educators employ teaching aids and audio-visual materials, including information and communication technology.

5. Developing Student's Potential

A critical factor in helping students gain their full potential is the teacher. Teachers must be aware of the possibility that exists within their students. Thus, based on this understanding, the teacher should plan and carry out a lesson in a way that best suits the needs of the students. The Minister of Education Regional No. 35 (2010: 150) lists the following seven sub-indicators for assessing students' potential:

a. The teacher analyzes learning outcomes based on all forms of assessment of each student to determine each student's level of progress.
b. The teacher creates and carries out lesson plans that motivate students to learn in accordance with their ability and learning styles.

a. The teacher creates and carries out instructional activities that encourage students' use of creativity and critical thinking.
b. By paying close attention to each student, the teacher actively aids in their learning.
c. The teacher is capable of accurately determining the abilities, potential, interests, and learning challenges of each student.
d. Using the students' preferred methods of learning, the teacher offers learning opportunities to the class.
e. The teacher emphasizes student participation and pushes them to comprehend and apply the material.

6. Communicating with Students

Effective communication with students is essential to the process of teaching and learning. The teacher and students interact well to convey the material's message. Therefore, it will be difficult to accept and understand students when teaching and learning; as a result, a teacher must communicate in a way that makes it simple for students to understand the material and follow all of the teacher's instructions. The Minister of Education No. 35 (2010) states that the aspect of communicating with students has six sub-indicators, which are as follows:

a. The teacher utilize questions to gauge and sustain student engagement; this includes posing open-ended questions that compel students to respond with their thoughts and expertise.

b. The teacher pays close attention to every student's question and answer, answering it aloud only when necessary to provide clarification or assistance.
c. Without making the students feel uncomfortable, the teacher answers their inquiries in a pertinent, accurate, and appropriate way in light of the curriculum's objectives and subject matter.
d. The teacher offers educational exercises that can encourage students to work well together.
e. To determine the students' comprehension, the teacher listens to all of the students' incorrect answers and pays attention to them all.
f. To eleminate confusion, the teacher listens to the students' questions and provides thorough, thoughtful responses.

7. Assessment and Evaluation

Assessment and evaluation are critical to know the students who have mastered and not mastered the learning material and get to know the method used during the teaching-learning process. The assessment and evaluation component has the following seven sub-indicators, per The Minister of Education No. 35 (2010):

a. As written in the lesson plan, the teacher creates an appropriate assessment instrument for the learning objectives to attain specific competencies.
b. Besides official school-conducted checks, the teacher conducts evaluations using various methods and forms of assessment. The teacher needs to notify the students of the results and their implications regarding their

understanding and experience with the material that has been and will be learned.

c. The teacher evaluates the assessment data to pinpoint difficult but necessary subjects and skills and each student's areas of strength and weakness for enrichment and remediation.
d. The teacher include student feedback and uses it to enhance subsequent instruction; this can be demonstrated with notes, teaching diaries, learning plans, extra materials, etc.
e. The teacher uses the assessment results as material for the preparation of the following learning design.

2.3 Teaching Method

The method can be defined as descriptions of teacher and students‟ activities during the instructional process. Richards & Rodgers (2001) stated that the method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all is based upon the selected approach. The teacher uses the teaching method to organize and implement several educational means and activities to achieve specific goals. Liu & Shi (2007). A teaching method is characterized by a set of principles or strategies to be implemented by teachers to achieve desired learning in students.

Some English teaching methods are described as follows:

1. Lecture

It is one of the teaching methods in which the teacher is the main roller; learners represent the passive elements, while the speaker describes the active ones. He delivered a prepared talk or verbal presentation to an audience on the outline of points to cover in one batch. Audience participation is minimal and usually confined to a brief question-and-answer session after the talk.

2. Direct Method

The direct method of teaching, which is sometimes called the natural method and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in England around 1900 and contrasted with the grammar–translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by critical international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.

3. Discussion and dialogue

It is the method of dialogue and discussion using questions and answers to reach specified facts. This method goes to the Greek philosopher Socrates, who used the technique to make his followers get the truth. This method depends on three elements: the sender, the receiver, and the message. The

message represents the subject of dialogue, while the sender can be the receiver and vice versa at the same time.

4. Practical demonstration

Practical demonstration is considered one of the general teaching methods that effectively teach skills of using tools, lab experiments in sciences, training on giving speech, etc. The teacher shows and performs the talents optimally in front of the students, and he may repeat many times or let the students express the skills under his supervision.

5. Group learning

Group forming by the teacher is one of the foundations of the success of group learning. Studies show that the learners get more academic and social benefits when the group members are heterogeneous. Groups that the teacher forms in the class from different students allow them to learn from each other and assess each other.

6. Grammar Translation Method

The grammar translation method, or classical method, is a traditional teaching technique used to teach Latin and Greek and was particularly in vogue in the 16th century. The focus was then on translating texts, grammar, and rote vocabulary learning. There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects than as means of oral communication. The method is still

standard in many countries and institutions around the world and still appeals to those interested in languages from an intellectual or linguistic perspective

7. Audio Lingual Method

The audio-lingual method advised that students should be taught a language directly, without using the student's native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual process did not focus on teaching vocabulary. Instead, the teacher drilled students in the use of grammar.

8. Communicative Language Teaching Method

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would likely find herself in. The content of CLT courses includes functions such as inviting, suggesting, and complaining or notions such as the expression of time, quantity, and location.

2.4 Indonesian Curriculum

The national educational curriculum has experienced changes in 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, 2013 and the latest is *Merdeka* Curriculum. The national curriculum is designed on the same basis as the Pancasila and 1945 Constitution, with different emphases on primary education goals and implementation approaches. The curriculum changes time over time due to the development of the era and the development of technologies.

Before the *Merdeka Curriculum*, Indonesia had implemented Curriculum 2013. The 2013 curriculum aims to produce a productive, creative, innovative, and effective Indonesian generation through the empowerment of integrated attitude, skill, and knowledge. The Minister of Education and Culture in Indonesia, Nadiem Makarim, launched a new curriculum called the *Merdeka Curricukum*. *Merdeka Curriculum* is also often referred to as independent learning. This curriculum was developed as a more flexible framework for a learning renewal initiative focusing on core content, character development, and student skills. In essence, this *Merdeka Curriculum* aims to provide freedom for teachers, students, and educational units to learn independently, creatively, and innovatively.

Based on this statement, it can be defined that *Merdeka Curriculum* is a curriculum that liberates citizens in educational units, especially for students who have fundamentally different talents, interests, and potential to be developed and appropriately perfected and correctly (Laila et al., 2022). Besides, the government has stated that the main characteristics that support learning regeneration include: 1) Project-based learning to develop character and soft skills according to the "Profil Pelajar Pancasila", 2) Learning focuses on important material so that you have enough time to studying basic skills such as literacy and numeracy in-depth, and 3) There is independence for teachers in carrying out learning that is differentiated according to the abilities of students (Rohimajaya et al.,2022).

Pancasila student profile strengthening project or in Indoniesan *(Proyek Penguatan Profil Pelajar Pancasila)* in the *Merdeka Curriculum* is used as

Graduate Competency Standards. Pancasila students can be interpreted as competent students with character according to Pancasila values throughout their lives. Students with this profile are students who are fully developed in six dimensions, namely: 1) Faith, piety to God Almighty and noble character; 2) Global diversity; 3) Mutual Cooperation; 4) independence; 5) Critical reasoning; 6) Creative. Besides, Pancasila student profile strengthening project was developed into specific themes determined by the government. The project is not directed to achieve specific learning achievement targets, so it is not tied to subject content.

Furthermore, *learning outcomes* in the *Merdeka Curriculum* is an integration of *core competency* (KI) and *basic competency* (KD). There are terms of phase (related to competency) and class (related to age) from the previously only class. Then, *learning objectives* in the *Merdeka Curriculum* are a form of syllabus, and teaching modules are a form of lesson plans. The previous curriculum still used the *minimum completeness criteria* (KKM), but in the *Merdeka Curriculum*, it changed to the *criteria for achieving learning objectives* (KKTP).

On the other hand, the individual student projects in the independent curriculum are thematically integrative joint projects integrated into project modules in order to strengthen the Pancasila Student Profile, which is based on competencies that are holistically intact compared to the previously separate ones. Regarding the approaches and learning models that were previously set, now they are being liberated, which means that nothing is the best. In the current *Merdeka*

Curriculum, assessment is oriented towards its function (formative and summative), where formative assessment is more dominant. The initial assessment becomes competency mapping capital for learning (Ditya et al., 2023).

Based on the explanation above, it can be conclude that the *Merdeka Curriculum* is a curriculum with various types of intra-curricular learning whose content is more optimal, with the aim that students have enough time to explore concepts and strengthen their competencies.

2.1 Previous Studies

To support this research, the researcher gathered some previous studies concerning the teachers' pedagogical competence in teaching; they are:

The first research is from Irmawati et al. (2017). This refers to how professional EFL teachers are selected, the different levels of education where the research subjects do their teaching practice and the scope of EFL teachers' competence being investigated. The researchers used qualitative research to gather the data. This qualitative study was done in two stages: selecting subjects and investigating the subjects' professional development for their pedagogical competence in teaching implementation. The researchers found that PD activities the subjects include discussing with colleagues, joining teacher association forums, attending seminars and workshops, taking courses, doing research, reading relevant sources, surfing the net, and doing team teaching. The ways the subjects learn include reflection, taking and giving feedback, discussing, broadening knowledge, researching, and problem-solving. Considering this study's limitation, future researchers should do further research involving other

aspects of pedagogical competence development, particularly the ones dealing with teaching preparation and evaluation of students learning.

The second research is from Hasriani G. (2022). This research aimed to describe the English teachers' pedagogical competence in planning the teaching and learning process. The researcher employed the descriptive, evaluative method. The subjects of this research were four English teachers from different schools of Madrasah Aliyah in Kabupaten Enrekang. The results showed that the four teachers had good pedagogical competence regarding planning the teaching and learning process. The four teachers realized the importance of arranging lesson plans before teaching the students in the classroom.

The third research is from Nelza et al. (2021). This research aimed to know the teacher's pedagogical competence in teaching English. The researchers used a mixed method descriptive approach, and the data were structured observation, questionnaire, and interview. The subjects of this study are an English teacher and 36 SMPN 16 Bengkulu Selatan students. The researchers found out the pedagogical competence of the teacher is enough in the medium category, as can be seen in the data interview and observation, and supported by the score of students' perception of teachers' pedagogical competence in teaching English was 27.2. The forms include comprehending the qualities of understudies, which is finished utilizing a unique methodology, learning procedures, learning techniques, and learning materials that suit students' needs. For aspects of teacher understanding of learning theory and learning principles, which emphasizes

manuals, for the parts of educational program advancement, educators comprehend a little about the standards of academic plan improvement.

The subsequent research is from Adegbola et al. (2019)**.** This research examined teachers' pedagogical competence (such as teacher's knowledge of subject matter, communication, teaching style, motivation, and instructional materials) as determinants of students' attitudes toward Basic Science. It examined the interaction of each variable of teachers' pedagogical competence on students' attitudes toward Basic Science. The researcher used a descriptive survey-type study. Two instruments were used for data collection. The first was a 25-item questionnaire titled "Basic Science Teachers Pedagogical Competence Questionnaire (BSPCQ), and the second instrument was also a questionnaire with 25 structured item questions titled "Students' Attitudinal Questionnaire" (SAQ). The results showed that teachers' pedagogical competence could significantly influence students' attitudes toward Basic Science. It was recommended that emphasis should be laid on teachers' qualifications while employing Basic Science teachers. Teachers should also intensify efforts using various teaching styles that could influence students' attitudes. It was also recommended that the teachers take adequate measures to ensure students benefit from their teaching.

The following research is from Tahang et al. (2022). This research focused on Government Regulation No. 74, 2008, about the teacher. This research aimed to determine teachers' pedagogical competence in learning English as a foreign language at MTs. Negeri Model Sorong City. The theory the researchers examined as the basis of research was pedagogic competence. The researchers

used qualitative and descriptive methods. Data collection techniques used interviews and questionnaires. This research showed that the English teachers' pedagogical competence was good enough. It was shown that the teachers fulfil the scope of the teachers' pedagogical competence. It is also supported by the acquisition of percentage or average results from questionnaire data 8.9% in the aspect of understanding of students, 10.2% in the element of learning planning, 10.6% in the part of the implementation of educative and dialogical learning, 5.8% in aspect utilization technology of education, 9.5% in aspect evaluation of learning outcomes, 7.3% in aspect development of student potential, 10,7% in aspect understanding of education insights or foundations, and 9.9% in aspect development of curriculum or syllabus.

The following research is from Martisa (2020). This research aimed to describe and explain teachers' experience dealing with their professional and pedagogical competence in teaching English. The researcher used a qualitative approach to gather the data. For collecting the data, the researcher used interviews and observation as instruments. The researcher found that teachers' low professional and pedagogical competence caused them to have inadequate English teaching competence. It caused the teachers to teach the students with appropriate learning materials, monotonous learning activities, and uncooperative assessment methods. For teachers' pedagogical competence, the results concluded that many factors still inhibit students and teachers from learning English. The absence of syllabuses and lesson plans resulted in a lack of media use, teaching methodology, and teacher evaluation.

The following research is from Mirzagitova et al. (2015). The current pedagogical education of Russia causes the relevance of a considered problem. The absence of a clear understanding of the prospect of school, of requirements for the modern teacher, of the purposes of students training in the conditions of continuous reformed education brought pedagogical universities to a loss of vision of prospect. Nowadays problems with the teacher's training are genuine for the new school. The info field changes very quickly. It is crucial to organize the training process of future teachers so that it is enough tools: methods, receptions, and ways of receiving, processing, and transferring information–so that adequate requirements time to carry out the professional-pedagogical activity with the most significant effect. It is possible only a combination of educational training of the student with self-development of pedagogical competence. The article considers the conditions necessary for forming motivation for students' self-development and pedagogical competence. Also, future teachers' main requirements for developing pedagogical competence are evaluated.

On the other hand, Firman et al. (2022). This research aimed to describe the teachers' compatibility on pedagogical competence in the 2013 curriculum and to analyze the teachers' readiness to implement the 2013 curriculum, especially in EFL contexts. The researchers used mixed methods with a triangulation design. Semi-structured interviews and close-ended questionnaires collected the data. The result showed that the teachers were enthusiastic and ready to implement the 2013 curriculum. The teachers' pedagogical competence is following the needs of the 2013 curriculum. The criteria of indicators number 1, 5, 7, and 9 are classified

into excellent competence, while other categories are good competence. It means that the pedagogical competence of the teachers reveals positive responses. The better teachers' pedagogical competence, the easier it will be for the teachers to implement the 2013 curriculum.

In short, the explanation of the related studies above, the researches above have similarities and differences to this research. The similarities of this study are that both explore information about teachers' pedagogical competence. Aside from the similarities between the previous research and this research, the difference between the previous and present studies is that most of the earlier studies used mixed method as a research methodology. Still, in the current study, the researcher uses the qualitative method as a case study as a research design.

Although there are extensive researches on English teachers' pedagogical competence, we still need to fully understand the teacher's pedagogical performance in teaching English. We may find new facts in different places. It is abundantly clear from the reviewed literature that extensive research is required to examine teachers' pedagogical competence from the perspective of teachers themselves.

CHAPTER III

RESEARCH METHOD

This chapter describes the research design, source of the data, research participants, site and access of the research, techniques of collecting data, and data analysis techniques.

3.1 Research Design

This study used a qualitative method with a case study design. The researcher chose qualitative research to dig for more profound information about the research topic. Qualitative research is used since this study explores a social problem, builds a complex, analyzes words, and reports detailed views of an informant in natural form (Creswell, 2009). Qualitative research involves collecting and analyzing non-numerical data. The data were not shown in numbers but described in form words. The specific case study design is used due to this research helps explore a phenomenon within some particular context through various data sources. It is appropriate for this research since the researcher is interested in figuring out the English teachers' pedagogical performance at junior high school and the problems faced by teachers in teaching English.

3.2 Site and Access of the Research

This research was conducted at one of Junior High Schools in Kerinci, located in Danau Kerinci district, Jambi Province. To get access to conduct the study, the researcher asked permission from the Head Master of this school. The researcher chose this school since it is one of the best junior high schools in the

Danau Kerinci district. Also, this school has been implementing the *Merdeka* Curriculum as the Ministry of Education decides it.

3.3 Research Participants

The researcher chose the participants purposively by using the purposive sampling technique. Purposive sampling is suitable for qualitative studies where the researcher seeks participants with the most in-depth knowledge of the research topic. According to Creswell (2009), purposive sampling is used mainly by researchers in qualitative research. Purposive sampling is where a researcher selects a sample based on the aim of the study.

The researcher chose two certified English teachers as participants. The English teachers were selected based on three criteria: having an S1/S2 degree, teacher certification, and experience in teaching English for more than 15 years. The participants' names were written anonymously since it is the research ethics and reminded of the codes to keep their personal information. The profiles of the participants were assigned a pseudonym out of respect for their privacy. The descriptions of the participants' profiles are described below:

a. Teacher R is a 56 yeas old female certified English teacher who has taught junior high school for almost 35 years. She has bachelor degree and experiences in teaching English to students in grades VII, VIII, and IX Junior High school. She has taught through several curriculums, such as *KBK*, *KTSP*, *K-13* and *Merdeka Curriculum*.
b. Teacher J is a 47 years old male teacher, a certified English teacher who has been teaching at junior high school for 23 years. He has master degree and

experiences in teaching English to students in grades VII, VIII, and IX Junior High school. He has taught through several curriculums, such as *KBK, KTSP, K-13* and *Merdeka Curricullum*.

3.4 The technique of Data Collection

Several methods were used to collect data in qualitative research; according to Creswell (2012), the data collection approach includes interviews, document analysis, observations, and audiovisual materials analysis. In this research, to gather the data, the researcher used some techniques and instruments as follows:

No	Research Questions	Data Collection and Technique
1	How is the teachers' pedagogical performance in teaching English?	a. Observation (AV Recording) b. Interview c. Document analysis
2	What are the problems faced by teachers in teaching English?	a. Interview

Table 3.1 *Data Collection and Instrument*

3.4.1 Observation (Audio Video Recording)

This study used AV Recording for classroom observation to get information regarding teachers' pedagogical performance in teaching English. Observation is the systematic monitoring of the phenomenon being investigated. Creswell (2012) states that observation collects data in a specific school setting.

Unquestionably, observations represent a frequent use form of data collection, with the researcher able to assume different roles in the process.

The researcher did observation started at July 31st to August 22nd in 2023. The observation were conducted twice for each participants. The researcher asked the participants' permission to observe their class. After getting permission, the researcher observed the classroom situation. The researcher came to the class and sat in the class from the start to the end of the lesson to see all activities in the class. The researcher is involved in keeping the participant without interacting with the object in the study, and the researcher records observations.

3.4.2 Interview

Interviewing people aims to discover their minds and what they think or feel about something. The interview guide is an instrument that will be used to get detailed information about the teachers' pedagogical performance. According to Wilkison and Birmingham (2003), an interview is a way of obtaining detailed information about a topic or subject. In this research, the researcher applied a semi-structured interview. According to Blandford (2013), a semi-structured interview is where the questions are pre-planned before the interview. Still, the interviewer allowed the interviewer to elaborate and explain particular issues through open-ended questions.

The interview was conducted at the school for participants. Before conducting an interview, the researcher explained the purpose of this research and asked permission from the school. After obtaining the consent, the discussion was scheduled at the teachers' convenience time and approximately 30-40 minutes.

Interview questions are presented in Indonesia to avoid misunderstanding. The researcher recorded the information given by the participants. At the end of the interview, the researcher informed the teachers that there may be a follow-up interview. In this interview, the researcher did the interview at 31st August in 2023. The researcher developed guideline questions about the research topic. There were 12 item questions. The topic is related to the teachers' pedagogical performance in teaching English. The components for interview is adapted from The Minister of Educational No. 35 (2010)

The interview guidelines designed to focus on the main components as follow:

No	The components for interview	Items
1	Curriculum	1-4
2	Teaching Method	5-6
3	Teaching Media	7
4	Evaluation	8
5	Problem	9-12

Table 3.2 *Main Components of Interview*

3.4.3 Document Analysis

The document of this research used a Lesson Plan. This document tool is used to obtain documents related to this research and as a support for the primary data. The document analysis checks and confirms previous preliminary data from

interviews and observations. The module analysis rubric can be seen in the **Appendix**.

3.5 Trustworthiness

Assigning the trustworthiness of this research, it showed credibility, transferability, transferability, dependability and conformability. According to Guba and Lincoln (1994), trustworthiness in qualitative research supports the argument that the inquiry focuses on finding. The researcher establishes credibility in this research by undertaking the related data and checking with the sources. Credibility means the truth value of data or whether the study's findings are correct and accurate.

The techniques of trustworthiness used for this research are triangulation and member checking. Triangulation is used to examine the data credibility by checking the data with some resources. Then, member checking was used to confirm the truth of the information in the transcript to the participants. The more explanations are explained below:

3.5.1 Triangulation

Miles and Huberman (2014) explained triangulation is intended to demonstrate that independent measures of a finding concur with it or, at the very least, do not contradict it. There are Four different types of triangulation: (1) triangulation of data source, (2) methodological triangulation, (3) researcher or investigator triangulation, and (4) theoretical triangulation. This research used methodological triangulation, which means the researcher used interviews,

observation and document analysis to check the truth of the data given by the participants.

3.5.2 Member Checking

In this part, the researcher transcribed the interviews. After transcribing the data, the researcher did a member checking. Birt et al. (2016) stated that member checking refers to the participants' validation to explore the result's credibility. In this research, member checking was done with the participants. The researcher returned the result to the participants to check the accuracy and resonance with their experiences. In the member checking, the researcher sent or met the participants to check the accuracy between transcription and the actual setting. The researcher met and gave the hard copy of the transcription to the participants at their school at the teachers' convenience.

3.6 Data Analysis

The researcher used qualitative analysis, and it was analyzed descriptively. The data were analyzed using some procedures by Miles et al. (2014), consisting of data condensation, data display, and drawing conclusions.

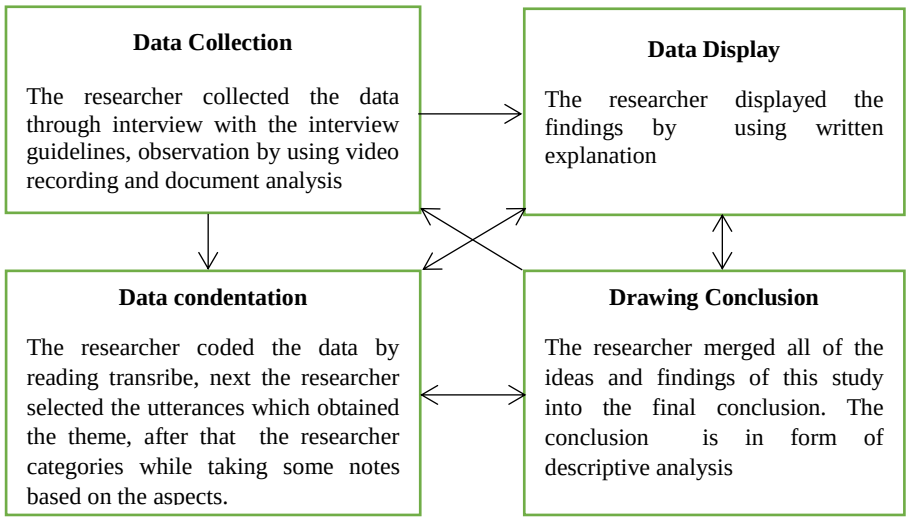

Figure 1. *Component of Data Analysis Model: Interactive Model* by Miles & Huberman (2014)

3.6.1 Data Condensation

Data condensation is an activity that leads researchers to summarize, choose and focus on the data that had been taken from participants. According to Miles et al. (2014), data condensation refers to selecting, focusing, simplifying, abstracting, and transforming the data into written text (observation notes, interview transcripts, and documents).

The data in this research was the interview and document from the teacher. In data condensation, firstly, the researcher carried out the data condensation by data coding. After coding the data, the researcher then labelled the data based on the main components. Then, the researcher reduced the category into more specific areas: curriculum, Teaching Method, Teaching Media, Evaluation and problems.

The following table is the code for the interviewed data:

Theme	Sub-Theme	Coding
Pedagogical Performance	Curriculum	PP/C
	Teaching Method	PP/TM
	Teaching Media	PP/TMD
	Evaluation	PP/E

Problems Faced by Teachers	Problems	PFT/P

Table 3.3 *The Code for the Interview Transcription*

For instance, the data transcription is obtained through the teacher, who discusses the teacher's understanding of the Curriculum. Then, the teacher coded the data by using code PP/C. PP stand for Teacher Performance, and C stands for Curriculum. So, the example of coding is shown in the table below:

Code	Transcription
PP/C	"*Saya mulai mengajar tahun 2000, kira-kira tuh kurang lebih sudah 23 tahun. Kalau kurikulum yang pernah saya terapkan itu ada KTSP duu tuh, lalu K1, eh yang pertama KBK dulu baru KTSP, K13 dan yang sekarang Kurikulum Merdeka....*"

Table 3.4 *The Example of Coding*

3.6.2 Data Display

The second step was data display. Data display is an organizing unification of information that allows concluding and doing the action (Miles et al., 2014). Data display is to make the description of the data for the data condensation results more straightforward to understand; the data were categorized and placed in a relationship pattern. In this step, the researcher tried to arrange the relevant data so the information could be concluded and have a specific meaning. The process could be done by displaying the data making the relationship between phenomena to interpret what happened and what needed to be followed up to catch the research purposes. Then, the data were presented as descriptive text.

3.6.3 Drawing and Verifying Conclusion

The final step in qualitative data analysis is to draw and verify conclusions. In this step, the researcher identified the results of the interviews obtained and identified. According to Miles and Huberman (2014), it is an attempt to find and understand meaning, significance, regularity, patterns, explanations, causal flows, or proportions. After presenting the data, the researcher merged all ideas and findings of the study into the conclusion. The conclusion was introduced as a descriptive analysis of the implementation of English teachers' pedagogical performance and the problems teachers face in implementing pedagogical performance.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the research findings which are aimed to explain the teachers' pedagogical performance in teaching English and to describe the problems faced by teachers in teaching English. Specifically, this chapter also discusses the findings according to the theory which was written on Chapter 2. The explanation below describes the details of research finding and discussion.

4.1 Findings

Through the data analysis, the researcher found the answers to the research questions and the findings presented in the different sections. After the data collection, the researcher emerged from the results to answer the research questions. The first theme is the pedagogical performance of teachers in teaching English. Specifically, in the first theme, the researcher got several sub-themes such as (1) Curriculum, (2) Teaching Method, (3) Teaching Media, and (4) Evaluation. Then, the second theme is the problems of teachers in teaching English, and the sub-theme is (1) Teachers' Problems.

4.1.1 The Teachers' Pedagogical Performance in Teaching English

In this section, the researcher explored pedagogical competence in teaching English. To understand the findings comprehensively, the researcher divided the themes into some sub-themes. The finding of this theme is shown in the following explanation:

4.1.1.1 Teachers' Understanding on the Curriculum

The researcher obtained and analyzed the data in this section through the interview session. The findings revealed that the teachers have been through several Indonesian curriculums, and all participants have been teaching English for over 20 years. For instance, Teacher R has been teaching English for 35 years, and she has been through several curriculum adjustments starting from competence-based Curriculum (KBK), Educational Unit Level Curriculum (KTSP), 2013 Curriculum (K-13), and Merdeka Belajar Curriculum. The Teacher R states it in the interview session:

> *"Saya mulai mengajar itu di tahun 1988 awal-awalnya, sudah berapa lama itu, kira-kira sudah 35 tahun lah kurang lebih ya, sekarang saja umur saya sudah 56 tahun…. kalau kurikulum apa namanya sebelum KTSP itu, kalau tidak salah kurikulum berbasis kompetensi (KBK), lalu setelah itu ada KTSP, kemudian K13, dan yang baru ini Kurikulum Merdeka"* (PP/C)
>
> (I started teaching in the beginning in 1988, how long has that been? It's been around 35 years, more or less, now I'm 56 years old….what was the name of the eee curriculum before KTSP, if I'm not mistaken competency-based curriculum (KBK), then after that there was KTSP, then K13, and the new one is the Merdeka Curriculum)

Similarly, Teacher J, who has been teaching English for 20 years, has been implementing several curriculums such as Competence-based Curriculum (KBK), Educational Unit Level Curriculum (KTSP), 2013 Curriculum (K-13), and Merdeka Belajar Curriculum. Teacher J stated in the interview session:

> *"Saya mulai mengajar tahun 2000, kira-kira tuh kurang lebih sudah 23 tahun. Kalau kurikulum yang pernah saya terapkan itu ada KTSP duu tuh, lalu K1, eh yang pertama KBK dulu baru KTSP, K13 dan yang sekarang Kurikulum Merdeka"* (PP/C)
>
> (I started teaching in 2000, that's about 23 years. The curriculum that I have implemented was KTSP first, then K1, but the first was KBK, then KTSP, K13 and now the Merdeka Curriculum)

However, in the school year of 2023/2024, the Merdeka Belajar Curriculum still needs to be fully implemented in the education unit because this curriculum is still gradual in every academic year. As stated by Teacher R:

> *"...sementara apa yang siswa kelas IX ini mereka sudah K13 dari awal kelas VII dulu, makanya kelas VII dan VIII kita kurikulum merdeka yang kelas IX masih tetap K13"* (PP/C)
>
> (…Meanwhile, the class IX students, they have been K13 since the beginning of class VII, that's why we have an independent curriculum for classes VII and VIII, while class IX is still K13)

As stated by Teacher R above, implementing the Merdeka Belajar Curriculum started in grade 7 and was followed by another grade in the next academic year. Similarly, Teacher J began teaching by using the Merdeka Belajar Curriculum this year. Teacher J stated in the interview session:

> *"...saya ngajarnya baru semester ini ngajar di kelas VII makanya saya katakan baru memulai menerapkan kurikulum merdeka ini"* (PP/C)
>
> (…I taught it this new semester, teaching in class VII, that's why I said I just started implementing this independent curriculum)

The teachers implement the Merdeka Belajar Curriculum; toward the implementation of this curriculum, the teacher got the training to understand this curriculum. The school brought the resource person from outside of the school. Teacher R stated it:

> *"Sudah pernah sekali, didatangkan pemateri dari luar ke sekolah kita"* (PP/C)
>
> (Once, we brought speakers from outside to our school)

Although the training was held at school, the teachers felt that their understanding of the curriculum was still in the learning stage. The teachers need

to understand the curriculum fully; they still have to learn more about it. The curriculum needs to be 100% understood by the teachers. As stated by Teacher J:

> *"kalau dibilang menguasai 100% belum ya, seperti yang saya katakan tadi, saya juga baru memulai menerapkan kurikulum ini, jadi masih tahap belajar dan terus belajar juga"* (PP/C)
>
> (If I can say that I haven't mastered it 100%, yes, like I said earlier, I have also just started implementing this curriculum, so I am still in the learning stage and continue to learn too)

On the other side, Teacher R also felt the same way; the teacher understood the curriculum but had to utilize another source to gain knowledge regarding the Merdeka Belajar Curriculum. For instance, the teacher searched YouTube for the differences between the Merdeka Belajar and the 2013 Curriculum. Through self-learning on YouTube, the teacher increases the understanding of this curriculum. Teacher R said it in the interview session:

> *"Saya tau tapi masih ngambang sebenarnya, ya saya lihat-lihat dari YouTube hampir sama saja dengan kurikulum K13 kalau sistem mengajarnya di kelas ya, adalah perbedaan sedikit mungkin kurikulum merdeka ini lebih fokus kepada pengembangan moral siswa ya, berarti lebih ke karakternya gitu, ya memang guru harus lebih bervariasi mengajar…"* (PP/C)
>
> (I know, but it's still up in the air, yes, I looked at YouTube and it's almost the same as the K13 curriculum in terms of the classroom teaching system. There's a slight difference, maybe this independent curriculum is more focused on students' moral development, which means it's more about character, yeah Indeed, teachers need to teach more variedly…)

4.1.1.2 The Teaching Method Used by the Teachers

Through interviews and observation, the researcher found that the teachers mostly start to teach the students by creating a lesson plan. The lesson plan aims to know the sequences of teaching, the suitable method, and the appropriate material for the students. Therefore, by creating lesson plans before teaching, the

lessons focus more on the sequences that have been created and are suitable for the material. Teacher R stated:

> *"...kalau RPP iya saya buat sendiri, sebenarnya modul sudah ada tapi saya sesuaikan lagi dengan materi pembelajarannya. kalau RPP selalu saya siapkan sebelum mengajar, jadi langkah-langkah nya, apa yang harus kita lakukan, metode apa gitu, ya tidak bisa sembarangan juga lah harus sesuai dengan materi gitu"* (PP/TM)
>
> (If it's a lesson plan, I make it myself, actually the module already exists but I adapt it to the learning material. I always prepare lesson plans before teaching, so the steps, what we have to do, what method, you can't do it haphazardly, it has to be in accordance with the material"

Similarly, Teacher J also created the lesson plan himself before teaching. The lesson plan is modified from the teaching module. Since the Merdeka Belajar Curriculum is the latest, Teacher J modified and adjusted based on the materials. It was stated by Teacher J:

> *"...selalu saya siapkan sebelum mengajar...kalau RPP ini saya buat sendiri dan memodifikasi dari modul yang ada. Karena ini kurikulum baru kan, jadi saya modifikasi dan sesuaikan lagi dengan materi pelajarannya"* (PP/TM)
>
> (…I always prepare before teaching…I make this lesson plan myself and modify it from existing modules. Because this is a new curriculum, I modified it and adapted it to the lesson material)

The researcher also analyzed lesson plan used by the teachers. There are seven indicators of document analysis: learning objectives, learning materials, learning strategies, the selection of learning media, the selection of learning sources, evaluation, and planning enrichment and remedial activities.

After analyzing lesson plan used by Teacher J in learning the learning materials, the researcher found that it is suitable for the learning materials with basic competencies and indicators to be achieved. However, the arrangement of

learning material needs to be in the form of main material written in an orderly and complete manner. Then, the teaching materials only contain facts/concepts/principles/procedures.

In terms of learning strategies, the model approaches and learning methods are written almost completely and in accordance with KD, the characteristics of the material being taught, and the characteristics of the students. Then, the learning steps/syntax are almost in accordance with the learning model used. Stages of learning activities also cover all the preliminary/core/closing stages and are followed by time allocation for each stage. Importantly, the implementation of active learning reflects active learning (for example, forming groups, inviting students to carry out experiments, observing the environment, etc.).

The selections of learning media are also appropriate to the learning objectives, learning materials, and class conditions, and pay attention to the student's safety. Then, the selection of learning resources included several printed books/handouts, electronic teaching materials (IT), and attention to relevance and up-to-dateness. The evaluation of this book only covers one aspect: attitude kn, knowledge, or skill. However, only a few evaluations align with the objectives/indicators, and the assessment components are incomplete; they only include one or two grids and tests/questions. Importantly, the lesson plan provides enrichment for students with more abilities and remediation for students with fewer abilities.

The researcher also analyzed lesson plan used by Teacher R. In the textbook analysis, the researcher found that the indicator conformity to objectives showed that almost all learning objectives are in accordance with indicators of competency achievement. Almost all operational verbs can also be observed and measured in the learning module. Then, learning objectives only cover one aspect of attitude, knowledge, and skills. The formulation of learning objectives showed it covers almost all aspects of A/B/C/D.

Regarding learning material, the researcher found that almost all of the basic competence and achievement indicators are suitable for the material. Then, only one or several primary materials are arranged as items in an ordered and incomplete manner. The teaching materials must be completed; only a few contain relevant facts/concepts/principles/procedures. In terms of model, approaches and learning methods need to be written more completely, and only some of it is in accordance with basic competence, material characteristics, and student characteristics.

Furthermore, the learning steps are not suitable for the learning model used. Then, it only includes one preliminary/core/closing stage and is not followed by time allocation for each stage. In the implementation of active learning, there are only a few learning steps that reflect active learning. In the selection of learning media, only a few are appropriate to the learning objectives, learning materials, and class conditions.

Additionally, the selection of learning resources showed that only a few types, printed books/handouts only, do not include electronic (IT) teaching materials. The evaluation in this lesson plan only covers one aspect: attitude, knowledge, or skill. Then, only a few evaluations align with the objectives/indicators, and the assessment components are completed since they only include one or two grids and tests/questions. Furthermore, this lesson plan only plans remedial measures for students with lower abilities.

After creating the lesson plan, the teachers implement the learning sequences and methods suitable for the students and teachers. In terms of method, teacher R does not know much about it; she only knows about the lecturing method, discussion method, and grammar-translation method. However, teacher R prefers to implement a discussion method since most students actively participate if the teacher uses this method. Teacher R stated that:

> *"kalau metode saya tidak terlalu banyak yang saya tau, eee kalau secara umum ya metode ceramah, diskusi, ya paling active learning kalau dalam pembelajaran bahasa Inggris ini. kemudian apalagi ya, eee metode grammar-translation pernah juga… kalau sekarang saya lebih sering pakai metode diskusi…"* (PP/TM)
>
> (I don't know much about my method, but in general the lecture, discussion method is the most active learning method in learning English. then what's more, yes, the grammar-translation method has also happened…now I often use the discussion method…)

The teacher prefers to implement the discussion method since the students are inactive if the teacher only lectures in the class. The discussion method is implemented because the teacher prevents small talk in the classroom while the teacher is lecturing. Therefore, the teacher finds another way to make the students

active, but the teaching method can be improved according to the material and situation. The Teacher R stated that in the interview session:

> *"karena ya sesuai dengan materi yang sekarang, kalau saya bawa ceramah terus ngoceh di depan kelas tidak mau anak-anak, mereka juga ceramah dibelakang ribut dengan kawannya. Jadi saya berusaha bagaimana siswa lebih aktif lah. intinya metode bisa berubah-ubah menyesuaikan dengan materi dan situasi yang ada begitu"* (PP/TM)
>
> (Because yes, according to the current material, if I give a lecture and continue to chatter in front of the class, I don't want the children to talk behind the scenes and make noise with their friends. So I try to make students more active. The point is that methods can change to suit the material and situation at hand)

On the other hand, Teacher J knows much about the various teaching methods. He knows about lecturing, discussion, question and answer, demonstration, contextual teaching-learning, grammar-translation method, audio linguistic method, total physical response, and project-based Learning. From all of the methods, Teacher J prefers to implement the Demonstration Method and Project Based Learning. It was chosen because the method was suitable to the material and condition. Teacher J stated in the interview session:

> *"kalau secara umum ya ada banyak metode seperti ceramah, diskusi, tanya jawab, trus juga ada demostrasi…ada metode Kontekstual Teaching Learning atau CTL, kemudian ada lagi Grammar-Translation Method, lalu ada Audio Lingual Method, banyak ya, Total Physical Response, Problem Based Learning, dan apa nama yang satu tu Project Based Learning. Saya lebih ke metode demonstrasi dan Project Based Learning. Saya menerapkannya kadena sesuai dengan materi pelajaran yang sekarang, kalau bisa saya terapkan semuanya tapi balik lagi kepada kesesuaian materi serta kondisi tadi"* (PP/TM)
>
> (In general, there are many methods such as lectures, discussions, questions and answers, then there are also demonstrations... there is the Contextual Teaching Learning or CTL method, then there is the Grammar-Translation Method, then there is the Audio Lingual Method, lots of them, Total Physical Response, Problem Based Learning, and eee what's the name of that one eee... Project Based Learning. I prefer demonstration methods and Project Based Learning. I apply it according to the current lesson material, if possible I apply everything but return to the suitability of the material and conditions)

Through the observation, the researcher found that in the opening of the lesson, Teacher J conveyed the benefits of studying material with employment opportunities, technology, etc.); aroused students' interest/motivation to learn, and did Ice Breaking before studying and the teacher conveyed apperception (for example by giving a demonstration), asks questions that link previous knowledge with the material to be studied, and relates it to everyday life. As well as displaying videos related to the learning material to be studied.

In delivering the material, Teacher J delivered the material in accordance with the learning objectives in the module; the concepts presented are quite correct and systematic (from easy to complex, from concrete to abstract, from close to the student's environment to far), often linking the material with another relevant knowledge. The teacher provided real examples and related them to the latest information.

As an observation, the learning steps reflect active learning (inviting students to discuss and practice the learning material). Teacher J familiarizes students with discipline, cooperation, asking questions, giving opinions, and giving appreciation to students. Then, the teacher used learning tools/materials/media, occasionally used ICT media, and attracted students' attention. Teacher J is skilled in managing the class to remain conducive and focused on activities. At the end of the learning process, the teacher summarized the learning material, involved students when making summaries, and provided feedback. The teacher also reflected and followed up. The teacher also reviewed

the concepts of material that has been taught, provided feedback on the learning process, as well as provided assignments.

In teacher R, the researcher found out that the teacher rarely conveyed the benefits of studying the material to be studied. The teacher tended to start lessons straight away and did not carry out activities that could arouse students' interest/motivation to learn. However, Teacher R tried to convey apperception, asked questions related to previous knowledge of the material to be studied, and related it to everyday life. However, the learning steps did not reflect active learning since it tended to be passive. The teacher was more dominant in explaining material in front of the class, still using the lecture method, only occasionally discussing.

Then, the teacher tried to get students disciplined, occasionally asking students questions and asking students to give opinions. In utilizing the media, the teacher only used a few teaching materials, relied on students' textbooks as learning resources, and did not use ICT media. In the classroom situation, Teacher R needed to be more skilled in managing the class, so the class was less conducive, and students were less focused on carrying out learning activities and paid less attention to the teacher delivering material in front of the class. Furthermore, the teacher should have summarized the learning material at the end of the learning process since the teacher tended to close the lesson immediately. Then, the teacher also rarely reflected and followed up and did not review the concepts of material that had been taught. The teacher only gave assignments.

4.1.1.3 The Teaching Media Used by the Teachers

According to the interview session, the researcher found out the teacher also used teaching media to support the teaching and learning process. Teacher R used Flash Cards as the supporting media. Using the Flash Card, the teacher shows the students the pictures related to the materials. According to Teacher R, using flash cards is quite interesting to the students since learning visually can increase the students' interest. The Teacher R stated it:

> *"…kadang saya pakai Flash card, kita tunjukkan gambar pada anak-anak sesuai dengan materi pelajaran gitu. Itu cukup menarik sebenarnya, jadi mereka tidak bosan. Contohnya ada pelajaran tentang permainan tradisional panjat pinang kita tunjukan gambar, jadi mereka senang gitu…"* (PP/TMD)
>
> (Sometimes I use Flash Cards, we show the children pictures according to the lesson material. It's quite interesting actually, so they don't get bored. For example, there is a lesson about the traditional game of pinang climbing, we show pictures, so they are happy)

Similarly, Teacher J also uses Flash Cards as the supporting media. Through the observation, the researcher found out Teacher J also implements audio-visual learning by using a projector since before teaching; the teacher shows the video related to the material. For instance, if the teacher wants to teach about introducing others, the teacher shows the video as an example to the students. Teacher J stated that:

> *"…kalau media biasanya saya menggunakan Flash Card kartu bergambar itu, kemudian Audio Visual juga atau projektor, kadang sebelum belajar saya perlihatkan video tentang materi terkait, misalnya dialog tentang memperkenalkan orang lain gitu…"* (PP/TMD)
>
> (…for media, I usually use Flash Cards with picture cards, then Audio Visuals or a projector, sometimes before studying I show a video about related material, for example a dialogue about introducing other people…)

The teachers used flashcards and videos as supporting media to teach the students. However, as the main material, both teachers use the textbook. Teacher R and Teacher J stated:

> *"...paling media utamanya buku teks siswa saja sebagai sumber belajarnya..."* (PP/TMD)
>
> (…main media is the student's textbook as a learning resource…)
>
> *"...kemudian kalau buku teks siswa itu sudah pasti ya sebagai sumber belajar..."* (PP/TMD)
>
> (…then if the student's textbook is definitely a learning resource…)

4.1.1.4 The Teachers' Evaluation on the Students Learning Process

Through interviews and observation, the researcher found out that there are some evaluations that the teachers do to evaluate the student's learning process. *Teacher R* evaluates at the end of the material, in the mid-semester, and at the end of the semester. Then, the teacher also evaluates the learning process to know the active students. It means that *Teacher R* does the ongoing evaluation at the semester's end. As stated by *Teacher R*:

> "*biasanya kadang anu di akhir materi, kalau semester itu sudah tetap atau mid semester, aa... kadang ya dari proses belajarnya, kita tau kan mana yang aktif mana yang tidak. Jadi keduanya lah, eee apa, on going juga di akhir semester juga*" (PP/E)
>
> (Usually sometimes it's at the end of the material, if it's a fixed semester or mid-semester, aa... sometimes from the learning process, we know who is active and who is not. So both of them are, eee what, ongoing and at the end of the semester too)

Likewise, *Teacher J* does the same way. The evaluation of the students is in the learning process, or it is an ongoing process. *Teacher J* evaluates at the end of basic competence or learning objectives. After finishing the basic competence,

the teacher gives the students exercises regarding the materials that have been learned. Then, the teacher certainly gives the evaluation at the end of the semester. It was stated by *Teacher J* in the interview session:

> "*kalau evaluasi itu dilakukan selama proses pembelajaran, on going proses ya. Mmm... dan juga di akhir satu kompetensi dasar atau tujuan pembelajaran. Biasanya setelah habis satu kompetensi dasar saya kasih soal latihan mengenai materi yang sudah dipelajari tadi…dan juga dilakukan di akhir semester*" (PP/E)
>
> (If the evaluation is carried out during the learning process, is it an ongoing process? Mmm…and also at the end of one basic competency or learning objective. Usually, after completing one basic competency, I give practice questions regarding the material that has been studied earlier…and this is also done at the end of the semester)

In this section, the researcher also observed both teachers in terms of evaluation. As an observation, to evaluate the students in the learning process, *Teacher J* went around monitoring student learning progress, asking questions to monitor student achievements, motivating students to achieve higher development and carrying out process assessments according to plan. However, to process learning outcomes, Teachers assess learning outcomes and follow up on assessment results during learning. On the other hand, to evaluate the learning process, *Teacher R* carries out assessments of the learning process and occasionally asks questions to monitor student achievements. Then, the teacher assesses learning outcomes and follows up on assessment results during learning.

4.1.3 The Teachers' Problems in Teaching English

In the interview session, the researchers found that the teachers faced several problems teaching English. The problems faced were preparing lesson plans, implementing teaching methods, utilizing the media, and evaluating the

students. For instance, Teacher R faced a situation in preparing the lesson plan because of her ability to utilize the technology. The teacher asks for help from another teacher to type the lesson plan that she has written. Teacher R said that she could type it, but it took so long to type it. Then, the teacher also needs to ask another teacher about the lesson plan because of the new curriculum. Teacher R stated in the interview session:

> *"Kalau saya masih saya tulis dulu konsepnya setelah itu baru minta tolong ke orang buat ngetik sama nge-print nya. Sebenarnya saya juga bisa ngetik sendiri tapi lama gitu. Kadang juga dalam membuat RPP ini saya juga banyak bertanya pada sesama guru bahasa Inggris gitu. Karena kurikulumnya baru kan"* (PFT/P)
>
> (I write the concept first and then ask someone to help me type it and print it. Actually, I can also type it myself but it takes a long time. Sometimes, when making this lesson plan, I also ask a lot of questions from fellow English teachers. Because the curriculum is new, right?)

On the other hand, Teacher J faced different problems in preparing the lesson plan. The teacher found the problem in determining the time allocation, determining the suitable indicator, and integrating the appropriate learning method. As stated by Teacher J:

> *"…yang pertama menentukan alokasi waktu yang tepat, kedua menentukan indikator yang tepat, lalu yang ketiga metode pembelajaran yang tepat"* (PFT/P)
>
> (…the first is determining the right time allocation, the second is determining the right indicators, then the third is the right learning method)

The teachers also faced problems in the implementation of teaching methods. Teacher R faced the problems regarding arranging the student. The teacher asks the students to bring the dictionary in every meeting but some of the students do not bring it. Actually, the teacher wants to ask the students to utilize

the handphone but due to the rules of the school, so the teacher only asks the students to bring the dictionary. Teacher R stated in the interview session:

> *"…biasanya saya minta siswa membawa kamus tapi kadang sebagian saja yang bawa… ya itulah saya katakan kenapa harus bawa kamus, nanti ada kata-kata sulit bisa kita cari di kamus, tapi kita tau anak zaman sekarang ya, mereka mau pakai hp, tapi peraturan sekolah kita tidak membenarkan membawa Hp kesekolah…"* (PFT/P)
>
> (...usually I ask students to bring a dictionary but sometimes only some of them bring it... yes, that's what I said, why do we have to bring a dictionary, later there will be difficult words we can look for in the dictionary, but we know today's children, yes, they want to use cellphones, but the rules Our school does not allow bringing cellphones to school…)

However, *Teacher J*'s problem is related to the students' competence in English. The teacher explained that implementing the teaching method has some advantages and disadvantages. For example, to implement Project Based Learning, the teacher considers that not all students can produce the work. Then, for the demonstration method, the teacher found the low ability of students in English, shyness, limited vocabulary to explain something, and low ability to communicate. As stated by *Teacher J*:

> *"kendala nya itu, mungkin di segi kompetensi siswanya, kadang ya kompetensi siswa tuh kurang lah dalam pembelajaran bahasa inggris ini, kemudian misalnya Project Based Learning, tidak semua siswa bisa menghasilkan karya, itu jadi disetiap metode yang kita pakai pasti ada kelebihan dan kekurangan. Contohnya lagi metode demonstrasi, kadang tidak semua siswa itu berani mendemonstrasikan hasil karya atau tugas nya, eee.. merasa malu, atau barangkali memang kemampuannya rendah, ada juga siswa yang kurang mampu berkomunikasi dengan baik dalam bahasa inggris…"* (PFT/P)
>
> (The problem is, perhaps in terms of student competence, sometimes students' competence is lacking in learning English, then for example Project Based Learning, not all students can produce work, so in every method we use there are definitely advantages and disadvantages. For example, the demonstration method, sometimes not all students dare to demonstrate their work or assignments, eh…they feel embarrassed, or perhaps their abilities are low, there are also students who are not able to communicate well in English…)

Furthermore, to support the learning activity, the teachers need the media and supporting media to teach English. In utilizing the media, *Teacher R* prefers to choose the Flash Cards because the teacher found it difficult to apply the technological tools to teach since the teacher is not technologically savvy. Besides that, *Teacher R* also argued it is difficult for her to use technology since it is not the teacher's era, and it can be said it is the weakness of senior teachers. Teacher R stated it:

> *"nah kalau teknologi itu memang kelemahan kami guru-guru senior ini, ya itu lah saya katakan sebenarnya bukan zaman kami, bukan tidak mau mengikuti zaman ya, tapi memang susah bagi kami yang tua-tua ini…"* (PFT/P)
>
> (Well, if technology is indeed a weakness for us senior teachers, that's what I'm saying, actually it's not our era, it's not that we don't want to keep up with the times, yes, but it's really difficult for us seniors…)

Nevertheless, Teacher J found the difficulty in the limitation of the projector. The school's projector is only in the ICT laboratory and if the teacher wants to use the projector, the teacher has to teach in the ICT laboratory. However, if the other class uses the laboratory, the teacher can not teach by using the projector. As stated by Teacher J:

> *"…kalau projector ini masalahnya keterbatasan proyektornya. Eee…projector di sekolah kita ini tempatnya di labor TIK, jadi biasanya kami belajar di labor, kadang kalau labor nya dipakai kami tidak bisa menggunakan proyektor…"* (PFT/P)
>
> (... with this projector the problem is the limitations of the projector. Eee...the projector at our school is in the ICT laboratory, so usually we study in the laboratory, sometimes when the laboratory is used we can't use the projector…)

One of the most essential things in teaching is the evaluation. *Teacher R*'s problem is the students' understanding of the material. However, to overcome this

problem, the teacher evaluates the learning process and students' attendance at the end of the semester. As stated by *Teacher R*:

> *"…paling masalahnya ya kadang masih ada siswa yang kurang pemahamannya gitu terhadap materi pembelajaran. Makanya penilaiannya dilakukan di proses pembelajaran juga, termasuk nilai kehadiran juga dan ujian akhir semester"* (PFT/P)
>
> (…the biggest problem is that sometimes there are still students who lack understanding of the learning material. That's why assessments are carried out in the learning process as well, including attendance grades and end-of-semester exams)

Then, *Teacher J* divided the evaluation's problem into two: from teacher and student. The teacher found the problem in arranging the assessment since it must be synchronized between the evaluation and learning outcomes. Therefore, it will take a long time to process the data. Then, for the students, similar to *Teacher R*, *Teacher J* found some students still lack understanding of the material. It was stated by *Teacher J* in interview session:

> *"…cuma ya dalam penyusunan assessment itu perlu disesuaikan dengan capaian pembelajaran, ya harus ada sinkronisasi antara penilaian kita itu dengan capaian pembelajaran. Kemudian membutuhkan waktu yang cukup dalam pengolahannya nanti. Kalau dari peserta didik masih ada beberapa peserta didik yang kurang pemahamannya terhadap materi…"* (PFT/P)
>
> (...it's just that in preparing the assessment it needs to be adjusted to the learning outcomes, yes there must be synchronization between our assessment and the learning outcomes. Then it requires sufficient time to process it later. If there are still some students who lack understanding of the material…)

4.2 Discussions

Pedagogical competence is a critical aspect of effective teaching and is based on the current scholarly understanding of teaching and learning. It encompasses a teacher's ability to plan, deliver, and assess instruction in a way

that facilitates students' learning and development. Moreover, according to the Indonesian Government Regulation No. 74, 2008, pedagogical competence is the capacity of the teacher to handle the students' learning. The competent teacher should have good knowledge of their subject matter and their performance in the classroom.

According to Irwanto and Suryana (2016), there are seven aspects or indicators of teachers' pedagogical competence: understanding the students' characteristics, mastering learning theories & principles of education, developing curriculum, educating learning activities, developing students' potential, communicating with the students and assessment and evaluation.

Therefore, the researcher conducted this research to answer the question regarding teachers' pedagogical competence and the problems. Then, in this research, the researcher aimed to explain the teachers' pedagogical performance in teaching English and to describe the problems faced by teachers in teaching English. The data obtained through interviews as the primary data, and observation & document analysis are supporting data.

The researcher conducted the research at a Junior High School in Kerinci with 2 English teachers. Teacher R is a 56-year-old female teacher, a certified English teacher who has been teaching at a junior high school for almost 35 years. She has experience teaching English to students in grades seven, eight, and nine of Junior High school. She has been teaching through several curriculums, such as the Competence Based Curriculum, Education Unit Level Curriculum, 2013 Curriculum, and Merdeka Belajar curriculum. Teacher J is a 47-year-old male

teacher, a certified English teacher who has been teaching at a junior high school for 23 years. He has experience in teaching English to students in grades seven, eight, and nine in Junior High school. He has been teaching through several curriculums, such as the Competence Based Curriculum, Education Unit Level Curriculum, 2013 Curriculum, and Merdeka Belajar curriculum.

Currently, both of the teachers implement the Merdeka Belajar Curriculum for grade seven students. The implementation of this curriculum is gradual, starting from grade seven and then followed by the next grade. The teachers had training in the school, and the school invited the speaker, but the teachers felt more was needed to understand the curriculum. The teachers are still in the learning stage in terms of understanding this curriculum. However, according to Supriatna et al. (2023), one of the essential parts of the implementation of curriculum is training since it can help the teacher to understand the curriculum comprehensively in order to carry out quality education.

Therefore, the teachers utilized the internet, like YouTube, to learn more about this curriculum. As stated in Regulation No. 20 (2003) about the National Education System, a curriculum is a set of plans and arrangements regarding the objectives, content, learning material, and the method used as a guideline for organizing learning activities to achieve specific educational goals. As the interview and observation, before implementing the learning activity, the teachers created the lesson plan as the guidance of the method. The lesson plan focused on the sequences of learning, and it is suitable for materials. In line with the finding, according to Perrot (2014), the function of planning requires the teacher to decide

the students' needs, appropriate learning objectives to help the students, and the most appropriate strategy for the students. For the development of teaching planning, it was also adapted based on the teaching modules.

After developing the lesson plan, the teachers implement the learning based on the plan. The teachers chose the learning method that was based on the students, for instance, the discussion method, demonstration method, and project-based learning. One of the teachers knows how to manage the classroom effectively, adjusts the method according to the classroom situation, and creates an active learning environment. Both of the teachers focused on developing the students' creativity by using project-based learning. Project-Based Learning (PBL) is a method that is included in the Merdeka Belajar Curriculum as the current curriculum (Kemendikbudristek, 2022). According to Ferrero et al. (2021), Project-Based Learning is the students' centered methodology; this method promotes higher-order thinking skills since the students will be able to think about the real problems in the collaborative groups and with the limited teachers' guidance. By implementing PBL, the students are also directed to cooperate with their classmates, be competent, and collaborate to carry out the activity of learning (Fitriyani et al, 2023).

To support the learning process, the media of learning is needed. As stated in The Minister of Education No. 35 (2010), the teacher uses teaching aids and audiovisuals to increase the motivation to learn in order to achieve learning objectives. For instance, to increase learning motivation, the teachers used media like flash cards to show pictures. Similarly to the finding, Wulandari et al. (2022)

found there are significant influences of flashcards on gaining the students' understanding of English. Besides flashcards, the teachers also showed real things so the students could learn directly through them.

In the learning process, the teachers also did the evaluation. As stated by Yulianto (2022), the evaluation does not only evaluate the learning objectives, but it may help the students become better learners. Therefore, the researcher found out that the teachers did the evaluation not only in the middle or at the end of the semester but also in the process of learning. For instance, the teacher gave the exercise regarding the material that has been learned. It is a summative assessment that aims to measure what students have learned and is conducted at the end of the course (Rezai et al., 2022). Other than that, the teachers went around the students or occasionally asked questions in order to know the students' understanding. Similarly, Ismail et al. (2022) stated the assessment has good implications for the students since it can help them detect their weaknesses and the area of the target that needs improvement.

However, in the implementation of the teaching process, the teachers faced some problems. In preparing the lesson plan, the teachers needed help utilizing the technology, determining suitable indicators, and integrating appropriate learning methods. Then, for the method implementation, the teacher faced problems in managing the students to bring the learning equipment and students' ability to understand English. Then, it became a problem to evaluate the students. Furthermore, in order to teach the students interestingly, the teachers have to

utilize the ICT tools, but the teachers need to be technologically comprehended, and the school needs the technological systems.

Through the findings, each of the teachers has their strengths and weaknesses. Then, of course, they have a lot of experiences in terms of teaching since they have been teaching for more than 20 years. However, both of the teachers should have utilized more about the current technology for teaching or current issues in the daily teaching activities. In some aspects, like planning and evaluation, the teachers had some similarities. Then, comparing both of the teachers to another aspect, even though Teacher R is older than Teacher J, Teacher J had a better understanding of teaching in the current era than Teacher R. There are several reasons why Teacher J is better. Teacher J has a master's degree while Teacher R has a bachelor's degree, in the sense that Teacher J has more advanced knowledge than Teacher R. and also teacher J can utilize ICT tools, while Teacher R cannot.

Teacher J implemented the teaching sequences better than Teacher R. For instance, Teacher J implements a variety of teaching methods not only focused on the teacher, but the teacher includes the students as well and links the material to daily life. Then, occasionally, Teacher J gives the students ice-breaking activities to gain their attention. On the other hand, teacher R tends to be monotonous in terms of teaching since it focuses on the lecturing by the teacher. Education is affected by developments over time. In the past, teachers used to teach simply by coming to class and students listening. However, it is different from now. Teachers cannot only teach using lecture techniques. The presence of a

demand for the aim of national education is to provide active, creative, and innovative teaching as expected by the latest curriculum.

Overall, this research is in line with Hasriani (2022), and Tahang et al. (2022). Hasriani (2022) found that four teachers had good pedagogical competence regarding planning the teaching and learning process. The teachers realized the importance of arranging lesson plans before teaching the students in the classroom. Similarly to this present research, the English teachers also realized that lesson planning is an essential tool before the practical teaching implementation.

On the other hand Tahang et al. (2022) that the English teachers' pedagogical competence was good enough. It was revealed that the teachers fulfil the scope of the teachers' pedagogical competence. This is also consistent with Nelza et al. (2021) research, which found that the teachers have enough pedagogical competence based on the interview and observation, then supported by the score of students' perception of pedagogical competence. The forms include comprehending the qualities of understudies, which is finished utilizing a unique methodology, learning procedures, learning techniques, and learning materials that suit students' needs.

On the other hand, Martisa (2020) revealed teachers' pedagogical competence; the results concluded that many factors still inhibit students and teachers from learning English. The absence of syllabuses and lesson plans resulted in a lack of media use, teaching methodology, and teacher evaluation.

In contrast to the findings of Firman et al. (2022), the researcher focused on the 2013 curriculum, which found the teachers' pedagogical competence followed the needs of the 2013 curriculum. The criteria of indicators number 1, 5, 7, and 9 are classified into excellent competence, while other categories are good competence. It means that the pedagogical competence of the teachers reveals positive responses. The better teachers' pedagogical competence, the easier it will be for the teachers to implement the 2013 curriculum. Meanwhile, the present study focused on the Merdeka belajar curriculum.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings in Chapter IV, Teachers' pedagogical performance is good; it can be seen the teachers make a lesson plan before teaching, implementing the teahing based on the plan, and doing evaluations such as assessing whether or not the objectives of teching have been fulfilled. However, in implementing the *Merdeka Curriculum* the teachers have to learn more about the understanding of the current curriculum since the comprehension of the teachers in the curriculum is in the stage of learning.

Subsequently, in the teaching practice, it was found out Teacher J has a good teaching performance in the aspect of teaching method and learning meadia. Teacher J implemented a variety of teaching methods that not only focused on the teacher, but the teacher included the students as well and linked the material to daily life. Then, occasionally, Teacher J gave the students ice-breaking activities to gain their attention. To increase learning motivation, Teacher J used an ICT tool such as a projector and showed a Video regarding related material. However, the teacher still needs improvement in the aspect of alocation time in teaching. The teacher must be able to optimize their time as best as possible so that the learning process can run well. The teacher spent time in preparing the projector, while the allocated time is only 90 minutes.

On the other hand, Teacher R has a good teaching performance in the aspect of mastering the learning material well, the teacher always prepare a lesson plan before teaching. However, the teacher still needs improvement in the aspect of teaching method and learnig media, Teacher R tends to be monotonous in terms of teaching since it focuses on the teacher-centred. The teacher needs to look for other alternatives to teaching that can facilitate better teaching activities in the current educational system. Then, to increase learning motivation, Teacher R only used students' textbooks as a learning resource.

Nevertheless, when it came to putting the teaching process into action, teachers encountered several challenges. These difficulties included issues with technology utilization during lesson planning, the identification of relevant indicators, and the integration of appropriate teaching methods. Furthermore, during the actual teaching, teachers encountered obstacles in handling student compliance with bringing their learning materials and in ensuring students' comprehension of English. Additionally, assessing student progress posed challenges. Moreover, to engage students effectively, teachers were required to make use of information and communication technology (ICT) tools. However, many teachers needed more technological proficiency, and the school needed more technological tools.

5.2 Suggestions

Based on the conclusions mentioned above, the researcher aims to offer a set of recommendations that could prove highly beneficial for:

1. **English Teachers**

   In improving their teaching methods. These suggestions serve as valuable input for enhancing the competence of educators in their pedagogical endeavors. The researcher suggests that teachers look for other alternatives to teaching that can facilitate better teaching activities in the current educational system.

2. **School**

   The researcher proposes that schools facilitate peer discussions and peer assessments among teachers. This platform can be instrumental in gaining insights into each other's teaching processes, allowing teachers to exchange ideas regarding the challenges and issues they encounter during their teaching practices and, ideally, collaborate on finding solutions together. Furthermore, teachers are encouraged to deepen their understanding of the current teaching models and to share their insights and experiences with their colleagues.

3. **Future Researchers**

   For future researchers it is crucial to explore other research areas, such as investigating the specific difficulties encountered by teachers in their current teaching processes. This exploration can provide a more profound understanding of the subject matter. Moreover, the results of this research can serve as a foundational reference for conducting further studies related to the pedagogical competence of English teachers.

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APPENDICES

APPENDIX 1: *Interview guidelines*

In this interview, the researcher developed guideline questions of the research topic. The topic that will be asked is related to the English teachers' pedagogical performance in teaching English.

Aspects	Interview Questions
Curricullum	1. Kurikulum apa yang Bapak/Ibu terapkan? 2. Apakah sudah pernah mengikuti pelatihan atau belum? 3. Apakah Bapak/Ibu membuat RPP sendiri? 4. Apakah Bapak/Ibu selalu menyiapkan RPP sebelum mengajar?
Teaching Method	5. Metode apa saja yang Bapak/Ibu ketahui? 6. Metode apa yang Bapak/Ibu gunakan?
Teaching Media	7. Media apa saja yang Bapak/Ibu gunakan dalam pembelajaran?
Evaluation	8. Bagaimana cara Bapak/Ibu melakukan evaluasi? On going atau di akhir semester?
Problem	9. Apa saja kendala yang Bapak/Ibu hadapi dalam merancang pembelajaran? 10. Apa kendala yang Bapak/Ibu hadapi dalam pelaksanaan pembelajaran Bahasa Inggris? 11. Apa kendala yang Bapak/Ibu hadapi dalam menggunakan media pembelajaran? 12. Apa kendala yang Bapak/Ibu hadapi dalam melakukan evaluasi?

APPENDIX 2: *Interview Transcription with The Participants*

Teacher R

A : sebelumnya mohon maaf mengganggu waktunya bu, saya mohon izin melakukan beberapa interview, apa ibu bersedia?

B : oh iya boleh, silahkan

A : baik bu terima kasih, jadi dalam interview ini ada beberapa aspek yang ingin saya tanyakan kepada ibu nih mengenai teachers' pedagogical performance yaitu tentang performa pedagogikal guru di kelas. Sebelumnya boleh ceritakan sedikit mengenai profil ibu, kira-kira sudah berapa lama mengajar dan kurikulum yang pernah diterapkan?

B :saya mulai mengajar itu ditahun 1988 awal-awalnya, sudah berapalama itu, kira-kira sudah 35 tahun lah kurang lebih ya, sekarang saja umur saya sudah 56 tahun. Apalagi tadi? Kurikulum ya, ya kalau kurikulum eee apa namanya sebelum KTSP itu, eee kalau tidak salah kurikulum berbasis kompetensi (KBK), lalu setelah itu ada KTSP, kemudian eee K13, dan yang baru ini Kurikulum Merdeka.

A : sudah banyak ya bu kurikulum yang pernah diterapkan. Ibu sudah sertifikasi ya bu?

B : iya, saya sertifikasi pada tahun 2013

A : baik bu, kalau sekarang kurikulum apa yang ibu terapkan?

B : eee kalau sekarang saya mengajar dikelas VIII dan IX, jadi dikelas VIII saya pakai kurikulim merdeka, dan kelas IX saya pakai kurikulum K13

A : oh berbeda ya bu kurikulum nya?

B : iya karena ini kurikulum baru ya, sementara eee apa yang siswa kelas IX ini mereka sudah K13 dari awal kelas VII dulu, makanya kelas VII dan VIII kita kurikulum merdeka yang kelas IX masih tetap K13.

A : oh begitu ya bu, apa sudah pernah ikut pelatihan tentang kurikulum merdeka ini bu?

B : sudah pernah sekali, didatangkan pemateri dari luar kesekolah kita.

A : jadi ibu sudah cukup menguasai kurikulum ini ya bu?

B : saya tau tapi masih ngambang sebenarnya.

A : maksudnya ngambang bagaimana bu:

B : ya saya lihat-lihat dari *YouTube* hampir sama saja dengan kurikulum K13 kalau sistem mengajarnya dikelas ya, adalah perbedaan sedikit mungkin kurikulum merdeka ini lebih fokus kepada pengembangan moral siswa ya, berarti lebih ke karakternya gitu, eeee ya memang guru harus lebih bervariasi mengajar dikelas eee seperti sebelum belajar ada *Ice Breaking* nya gitu, dan juga menghubungkan kejadian sekitar dengan materi pembelajaran. Jadi kami guru-guru ini kadang bingung juga ya penerapannya gimana, hehe... apalagi guru-guru yang sudah tua seperti saya ini.

A : begitu ya bu. Kalau RPP nya gimana ni bu? Ibu buat sendiri?

B : iya, kalau RPP iya saya buat sendiri, sebenarnya modul sudah ada tapi saya sesuaikan lagi dengan materi pembelajarannya.

A : apa ibu selalu menyiapkan RPP sebelum mengajar?

B : iya, kalau RPP selalu saya siapkan sebelum mengajar, jadi langkah-langkah nya, apa yang harus kita lakukan, metode apa gitu, ya tidak bisa sembarangan juga lah harus sesuai dengan materi gitu.

A : baik bu, jadi ada tidak masalah atau kendala yang ibu hadapi nih dalam membuat RPP?

B : eee saya rasa kendalanya kalau kami yang tua-tua ini ya manual buatnya.

A : manual bagaimana maksudnya bu?

B : ya manual gitu, beda dengan guru-guru muda yang paham komputer ini langsung diketik. Kalau saya masih saya tulis dulu konsepnya setelah itu baru minta tolong ke orang buat ngetik sama nge-print nya. Sebenarnya saya juga bisa ngetik sendiri tapi lama gitu. Kadang juga dalam membuat RPP ini saya juga banyak bertanya pada sesama guru bahasa Inggris gitu. Karena kurikulumnya baru kan. Gitulah kira-kira masalahnya.

A : kalau metode apa saja yang ibu ketahui?

B : mmm... kalau metode saya tidak terlalu banyak yang saya tau, eee kalau secara umum ya metode ceramah, diskusi, ya paling active learning kalau dalam

pembelajaran bahasa Inggris ini. Mmmm... kemudian apalagi ya, eee metode grammar-translation pernah juga. Barangkali itu saja yang saya tau.

A : sekarang metode apa yang ibu pakai?

B : kalau sekarang saya lebih sering pakai metode diskusi

A : kenapa metode itu tidak yang lain bu?

B : karena ya sesuai dengan materi yang sekarang, kalau saya bawa ceramah terus ngoceh didepan kelas tidak mau anak-anak, mereka juga ceramah dibelakang ribut dengan kawannya. Jadi saya berusaha bagaimana siswa lebih aktif lah. Eee... intinya metode bisa berubah-rubah menyesuaikan dengan materi dan situasi yang ada begitu.

A : jadi masalahnya apa dalam pelaksanaannya bu?

B : kendalanya Cuma itu, biasanya saya minta siswa membawa kamus tapi kadang sebagian saja yag bawa.

A : jadi mereka harus bawa kamus ya bu?

B : ya itulah saya katakan kenapa harus bawa kamus, nanti ada kata-kata sulit bisa kita cari dikamus, tapi kita tau anak zaman sekarang ya, mereka mau pakai hp, tapi peraturan kekolah kita tidak membenarkan membawa Hp kesekolah, jadi saya juga tidak bisa bertanggung jawab kalau membawa Hp. Makanya sering saya katakan pada anak-anak kalau dirumah terserah mau pakai Hp buka *Google*, *YouTube* dan segala macam, tapi kalau disekolah kita memakai kamus. Jadi itulah kendalanya, kalau anak-anak ini ya macam-macam lah karakternya, ada yang minat belajarnya tinggi, ada juga yang malas, itu lumrah lah pada umumnya begitu.

A : baik bu, kalau media apa yang ibu gunakan?

B : kalau media, mmm... kadang saya pakai *Flash card,* kita tunjukkan gambar pada anak-anak sesuai dengan materi pelajaran gitu. Itu cukup menarik sebenarnya, jadi mereka tidak bosan. Contohnya ada pelajaran tentang permainan tradisional panjat pinang kita tunjukan gambar, jadi mereka senang gitu.itu saja barangkali, paling media yang lain buku teks siswa saja sebagai sumber belajarnya ada kamus juga.

A : itu saja ya bu? Seperti pakai teknologi tidak ada ya bu?

B : nah kalau teknologi itu memang kelemahan kami guru-guru senior ini, ya itu lah saya katakan sebenarnya bukan zaman kami, bukan tidak mau mengikuti zaman ya, tapi memang susah bagi kami yang tua-tua ini, kadang anak-anak lebih pintar pakai teknologi dibandingkan gurunya. Kami yang tua-tua ini susah mau pakai teknologi, disamping falsilitasnya terbatas juga kemampuan kami terbatas dalam terknologi ini, eee contohnya seperti pakai laptop, projektor itukan. Itu memang kelemahan kami guru yang tua-tua ini. Barangkali itu masalahnya bagi saya.

A : begitu ya bu, kalau evaluasi bagaimana bu? Bagaimana cara ibu melakukan evaluasi? On going atau diakhir semester?

B : biasanya kadang anu diakhir materi, kalau semester itu sudah tetap atau mid semester, aa... kadang ya dari proses belajarnya, kita tau kan mana yang aktif mana yang tidak. Jadi keduanya lah, eee apa, on going juga diakhir semester juga.

A : berarti keduanya ya bu, baik bu. Ada tidak masalahnya bu dalam evaluasi ini?

B : masalah eee... saya pikir lancar-lancar saja ya. Eee.. paling masalahnya ya kadang masih ada siswa yang kurang pemahamannya gitu terhadap materi pembelajaran. Makanya penilaiannya dilakukan di proses pembelajaran juga, termasuk nilai kehadiran juga dan ujian akhir semester.

A : baik bu, saya pikir itu saja pertanyaannya, saya ucapkan terimakasih atas jawabannya, jika ada pertanyaan lagi saya akan menghubungi ibu kembali ya bu.

B : oke

Teacher J

A : sebelumnya mohon maaf mengganggu waktunya pak, saya mohon izin melakukan beberapa interview, apa bapak bersedia?

B : oh ya silahkan!

A : baik pak terima kasih, jadi dalam interview ini ada beberapa aspek yang ingin saya tanyakan kepada bapak nih mengenai teachers' pedagogical performance yaitu tentang performa pedagogikal guru di kelas. Sebelumnya boleh ceritakan sedikit mengenai profil bapak, kira-kira sudah berapa lama mengajar dan kurikulum yang pernah diterapkan?

B : saya mulai mengajar tahun 2000, kira-kira tuh kurang lebih sudah 23 tahun. Kalau kurikulum yang pernah saya terapkan itu ada KTSP duu tuh, lalu K1, eh yang pertama KBK dulu baru KTSP, K13 dan yang sekarang Kurikulum Merdeka.

A : kalau umur bapak berapa sekarang pak?

B : saya 47

A : bapak sudah sertifikasi ya pak?

B: iya, saya sertifikasi tahun 2012.

A : baik pak, kalau sekarang kurikulum apa yang bapak terapkan:

B : kalau sekarang saya baru memulai menerapkan kurikulum merdeka disemester ini.

A : kenapa baru semester ini pak? Bukannya sudah berjalan dari semester sebelumnya ya pak?

B : iya , karena sebelumnya saya ngajar di kelas IX jarang dikelas VII, VIII. Kalau di kelas IX masih pakai kurikulum K13. Jadi saya ngajarnya baru semester ini ngajar di kelas VII makanya saya katakan baru memulai menerapkan kurikulum merdeka ini.

A : oh begitu ya pak, baik pak, apa sudah pernah mengikuti pelatihan tentang kurikulum merdeka ini pak?

B : iya sudah pernah

A : jadi sudah cukup menguasai kurikulum ini ya pak?

B : kalau dibilang menguasai 100% belum ya, eee seperti yang saya katakan tadi, saya juga baru memulai menerapkan kurikulum ini, jadi masih tahap belajar dan terus belajar juga.

A : baik pak. Kalau RPP apa bapak rancang sendiri?

B : eee kalau RPP ini saya buat sendiri dan memodifikasi dari modul yang ada. Karena ini kurikulum baru kan, jadi saya modifikasi dan sesuaikan lagi dengan materi pelajarannya.

A : apa bapak selalu menyiapkan RPP sebelum mengajar?

B : iya, selalu saya siapkan sebelum mengajar.

A : ada tidak masalah atau kendala bapak dalam merancang RPP ini?

B : kalau kendala banyak ya, yang pertama eee... menentukan alokasi waktu yang tepat, kedua menentukan indikator yang tepat, lalu yang ketiga metode pembelajaran yang tepat.

A : kenapa itu yang menjadi kendalanya pak?

B : ya karena, eee... kita harus menyesuaikan materi pembelajaran dengan metode yang tepat, aaa itu, apa metode yang tepat untuk materi yang itu, tidak bisa kita sembarangan metodenya, nanti capaian kompetensi dasarnya tidak tercapai nanti, kemudian kalau alokasi waktu ini kadang-kadang tidak cukup di kegiatan inti, jadi memang harus disesuaikan.

A : kalau metode, apa saja yang bapak ketahui kira-kira?

B : mmm... kalau secara umum ya ada banyak metode seperti ceramah, diskusi, tanya jawab, trus juga ada demostrasi. Kalau dalam pembelajaran bahasa Inggris ini ada metode Kontekstual Teaching Learning atau CTL, kemudian ada lagi Grammar-Translation Method, lalu ada Audio Lingual Method, banyak ya, Total Phisical Response, Problem Based Learning, dan eee apa nama yang satu tu eee... Project Based Learning. banyak ya kalau macam-macam metode pengajaran bahasa Inggris.

A : wah banyak ya pak metode-metode yang bapak ketahui. Kalau sekarang bapak pakai yang mana?

B : kalau sekarang eee... saya lebih ke metode demonstrasi dan Project Based Learning ya.

A : kenapa itu saja pak? Kan banyak metode yang bapak sebutkan tadi

B : ya karena, eee... itu yang sesuai dengan materi pelajaran nya yang sekarang ini. Sebenarnya kalau bisa saya terapkan semua, tapi ya balik lagi kepada kesesuaian materi serta kondisi tadi.

A : oh begitu ya pak, intinya menyesuaikan dengan materi yang ada. Ada tidak masalah atau kendala dalam pelaksanaannya pak?

B : ya kalau kendala nya itu, mungkin disegi kompetensi siswanya, kadang ya kompetensi siswa tuh kurang lah dalam pembelajaran bahasa inggris ini, kemudian misalnya Project Based Learning, tidak semua siswa bisa menghasilkan karya, aaa itu jadi disetiap metode yang kita pakai pasti ada kelebihan dan kekurangan. Contohnya lagi metode demonstrasi, kadang tidak semua siswa itu berani mendemonstrasikan hasil karya atau tugas nya, eee.. merasa malu, atau barangkali memang kemampuannya rendah, ada juga siswa yang kurang mampu berkomunikasi dengan baik dalam bahasa inggris walaupun untuk kalimat sederhana saja gitu, terkadang Yes/No saja yang tau. Vocabulary nya masih kurang gitu. Ya macam macam lah karakter siswa itu.

A : baik pak, kalau media nya apa yang biasa bapak pakai?

B : mmm... media, kalau media biasanya saya menggunakan Flash Card kartu bergambar itu, kemudian Audio Visual juga atau projektor, kadang sebelum belajar saya perlihatkan video tentang materi terkait, misalnya dialog tentang memperkenalkan orang lain gitu. Eee kemudian kalau buku teks siswa itu sudah pasti ya sebagai sumber belajar.

A : kendala dalam pelaksanaan nya apa pak?

B : eee kalau kendala atau permasalahan itu pasti ada ya. Tapi tidak terlalu masalah yang gimana-gimana, seperti Flash Card ini membutuhkan waktu ekstra untuk membuatnya. kalau projektor ini masalahnya keterbatasan projektornya. Eee... projetor disekolah kita ini tempatnya di labor TIK, jadi biasanya kami belajar dilabor, kadang kalau labor nya dipakai kami tidak bisa menggunakan projektor. kemudian eee kalau menggunakan projektor ini membutuhkan waktu juga untuk persiapannya gitu. Saya rasa itu saja ya.

A : begitu ya pak. Kalau Evaluasi nya bagaimana pak? On going atau di akhir semester?

B : eee kalau evaluasi itu dilakukan selama proses pembelajaran, on going proses ya. Mmm... dan juga di akhir satu kompetensi dasar atau tujuan pembelajaran. Biasanya setelah habis satu kompetensi dasar saya kasih soal latihan mengenai materi yang sudah dipelajari tadi. Eee... dan juga dilakukan eee.. di akhir beberapa capaian pembelajaran, aaa.. itu. Contohnya ni ya, capaian pembelajaran ada 3, bisa setelah 3 itu dilakukan evaluasi. Kalau di akhir semester sudah pasti ya.

A : ada tidak kendala dalam mengevaluasi ini pak?

B : sebenarnya kendala dalam evaluasi ni mamang tidak ada kendala yang eee... signifikan lah, Cuma ya daam penyusunan assessement itu perlu disesuaikan dengan capaian pembelajaran, ya harus ada sinkronisasi antara eee... penilaian kita itu dengan capaian pembelajaran. Kemudian membutuhkan waktu yang cukup dalam pengolahannya nanti. Kalau dari peserta didik masih ada beberapa peserta didik yang kurang pemahamannya terhadap materi, aaa... gitu barangkali.

A : baik pak, saya pikir itu saja pertanyaannya, saya ucapkan terimakasih atas jawabannya, jika ada pertanyaan lagi saya akan menghubungi bapak kembali ya pak.

B : oh iya baik.

APPENDIX 3: *Observation list*

Nama Mahasiswa :
No. Mahasiswa :
Tanggal Observasi :
Teacher J

No	Aspek yang diamati	Deskripsi hasil pengamatan
	Proses Pembelajaran	
1	**Membuka Pelajaran**	
	a. Menyiapkan peserta didik secara fisik dan mental	1. Guru mengatur tempat duduk siswa 2. Menyampaikan salam 3. Berdo'a 4. Menanyakan kondisi siswa, dan presensi
	b. Memotivasi siswa	1. Guru menyampaikan manfaat mempelajari materi dengan lapangan pekerjaan, teknologi, dan lain-lain) 2. membangkitkan minat/motivasi siswa untuk belajar 3. Melakukan Ice Breaking sebelum belajar
	c. Menyampaikan apersepsi	1. Guru menyampaikan apersepsi (misalnya dengan melakukan demonstrasi), mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari, mengaitkan dengan kehidupan sehari-hari. 2. Menampilkan video terkait materi pembelajaran yang akan dipelajari.
	d. Menyampaikan tujuan pembelajaran	Guru menyampaikan tujuan pembelajaran sesuai dengan indikator
2	**Kegiatan Inti**	
	a. Penguasaan materi	2. Guru menyampaikan materi sesuai dengan tujuan pembelajaran pada pada Modul, konsep yang disampaikan sudah cukup benar, sistematis, (dari mudah ke sulit) 3. Guru memberikan contoh riil dan mengaitkan dengan informasi terkini
	b.Model/Pendekatan/Strategi	1. Guru menerapkan pembelajaran active learning (mengajak siswa berdiskusi, dan melakukan praktik terhadap materi

		pembelajaran). 2. Guru membiasakan siwa bertindak disiplin, bekerjasama, serta bertanya dan memberikan pendapat, sesekali memberi apresiasi kepada siswa. 3. Guru menggunakan alat/bahan/media belajar, munggunakan media TIK, untuk menarik perhatian siswa 4. Guru terampil dalam mengelola Kelas sehingga kelas tetap Kondusif dan fokus dalam melaksanakan kegiatan 5. Guru menggunakan kalimat yang jelas dan mudah dipahami 6. Guru berkeliling memantau kemajuan belajar siswa, mengajukan pertanyaan untuk memantau capaian siswa, memotivasi siswa untuk mencapai perkembangan yang lebih tinggi 7. Guru melakukan penilaian hasil belajar selama pembelajaran 8. Guru menunjukkan sikap empati kepada siswa, peduli terhadap kebutuhan siswa, serta peduli terhadap kondisi lingkungan 9. Guru menunjukan sikap terbuka; gestur (sikap tubuh) yang bersahabat; berpenampilan rapi, bersih, dan sopan; bersemangat)
3	**Menutup Pembelajaran**	1. Guru merangkum materi pembelajaran 2. Guru memberikan tugas kepada siswa

Teacher R

No	Aspek yang diamati	Deskripsi hasil pengamatan
	Proses Pembelajaran	
1	**Membuka Pelajaran**	
	a. Menyiapkan peserta didik secara fisik dan mental	1. Guru mengatur tempat duduk siswa 2. Menyampaikan salam 3. Berdo'a 4. Menanyakan kondisi siswa, dan presensi
	b. Memotivasi siswa	1. Guru langsung memulai pelajaran 2. Tidak melakukan kegiatan semacam Ice Breaking sebelum belajar
	c. Menyampaikan apersepsi	Guru menyampaikan apersepsi (misalnya dengan melakukan demonstrasi), mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari, mengaitkan dengan kehidupan sehari-hari.
	d. Menyampaikan tujuan pembelajaran	Guru menyampaikan tujuan pembelajaran
2	**Kegiatan Inti**	
	a. Penguasaan materi	1. Guru menyampaikan materi sesuai dengan tujuan pembelajaran pada pada Modul, konsep yang disampaikan sudah cukup benar, sistematis, (dari mudah ke sulit) 2. Guru memberikan contoh riil dan mengaitkan dengan informasi terkini
	b. Model/Pendekatan/Strategi	1. Guru lebih dominan menjelaskan materi di depan kelas, masih menggunakan metode ceramah, hanya sesekali berdiskusi. 2. Guru berusaha membiasakan siswa bertindak disiplin, bekerjasama, serta bertanya dan memberikan pendapat, sesekali memberi apresiasi kepada siswa. 3. Guru hanya menggunakan sedikit media bahan ajar, hanya mengandalkan buku teks siswa sebagai sumber belajar, dan tidak menggunakan media TIK 4. Guru kurang terampil dalam mengelola

		Kelas sehingga kelas kurang kondusif dan siswa kurang fokus dalam melaksanakan kegiatan belajar, serta kurang memperhatikan guru menyampaikan materi didepan kelas 5. Guru menggunakan bahasa santun, kalimatnya cukup jelas mudah dipahami, tapi intonasi dan nada bicara sedikit monoton, kadang volume suara kurang terdengar jelas 6. Guru melaksanakan penilaian terhadap proses belajar dan sesekali mengajukan pertanyaan untuk memantau capaian siswa 7. Guru melakukan penilaian hasil belajar selama pembelajaran 8. Guru menunjukkan sikap empati kepada siswa, peduli terhadap kebutuhan siswa, serta peduli terhadap kondisi lingkungan 9. Guru menunjukan sikap terbuka; gestur (sikap tubuh) yang bersahabat; berpenampilan rapi, bersih, dan sopan; bersemangat)
3	**Menutup Pembelajaran**	1. Guru tidak merangkum materi pembelajaran, cenderung langsung menutup pelajaran 2. Guru memberikan tugas kepada siswa

APPENDIX 4: *Analysis Document*

Teacher J

No	Analisis Modul	Deskripsi
1	**Tujuan Pembelajaran**	
	a. Kesesuaian tujuan dengan indikator pencapaian kompetensi	tujuan pembelajaran sesuai dengan indikator pencapaian kompetensi
	b. Kata kerja operasional yang digunakan dapat diamati dan diukur	kata kerja operasional dapat diamati dan diukur
	c. Tujuan pembelajaran	Mencakup sikap seperti disiplin dan kerjasama, sikap pengetahuan (berpikir kritis), dan keterampilan
	d. Perumusan tujuan pembelajaran	Mencakup A, B, C, D (Audience, Behavior, Condition, Degree). Contoh: Siswa (A) dapat mengidentifikasi kata-kata yang berkaitan dengan waktu pagi hari (B) sekurang- kurangnya tiga kata-kata yang sesuai (D) berdasarkan pengamatan di lingkungan sekolah
2	**Materi Pembelajaran**	
	a. Kesesuaian materi pembelajaran dengan kompetensi dasar dan indikator yang akan dicapai	Sesuai dengan seluruh kompetensi dasar dan indikator yang akan dicapai
	b. Susunan materi pembelajaran	berupa materi pokok yang ditulis secara terurut
	c. Bahan ajar (pada lampiran)	Memuat fakta/konsep/prinsip/prosedur
3	**Strategi Pembelajaran**	
	a. Model, pendekatan, dan metode pembelajaran	sesuai dengan KD, karakteristik materi yang diajarkan dan karakteristik siswa
	b. Langkah-langkah/sintaks pembelajaran	sesuai dengan model pembelajaran yang digunakan
	c. Tahapan kegiatan pembelajaran	tahapan pendahuluan/inti/penutup saja dan disertai alokasi waktu di setiap tahapan
	d. Penerapan active learning	mencerminkan active learning (misal: membentuk kelompok, siswa diajak

		melakukan percobaan, pengamatan lingkungan
4	**Pemilihan Media Pembelajaran**	media pembelajaran Sesuai dengan tujuan pembelajaran, materi pembelajaran, kondisi kelas, dan memperhatikan keselamatan
5	**Pemilihan Sumber Belajar**	beberapa buku cetak/ hand out, Bahan ajar elektronik (IT)
6	**Evaluasi**	
	a. Cakupan aspek penilaian	Hanya mencakup satu aspek, sikap atau pengetahuan atau keterampilan
	b. Kesesuaian penilaian dengan tujuan/indikator	Hanya beberapa evaluasi yang sesuai dengan tujuan/indikator
	c. Komponen penilaian	Kurang lengkap, hanya meliputi satu atau dua kisi-kisi dan tes/soal
7	**Merencanakan kegiatan pengayaan dan remedial**	memberikan pengayaan bagi siswa yang memiliki kemampuan lebih dan memberikan remedial bagi siswa yang memiliki kemampuan kurang

Teacher R

No	Analisis Modul	Deskripsi
1	**Tujuan Pembelajaran**	
	a. Kesesuaian tujuan dengan indikator pencapaian kompetensi	tujuan pembelajaran sesuai dengan indikator pencapaian kompetensi
	b. Kata kerja operasional yang digunakan dapat diamati dan diukur	kata kerja operasional dapat diamati dan diukur
	c. Tujuan pembelajaran	Mencakup sikap seperti disiplin dan kerjasama, sikap pengetahuan (berpikir kritis), dan keterampilan
	d. Perumusan tujuan pembelajaran	Mencakup A, B, C, D (Audience, Behavior, Condition, Degree). Contoh: Siswa (A) dapat mengidentifikasi kata-kata yang berkaitan dengan waktu pagi hari (B) sekurang- kurangnya tiga kata-kata yang sesuai (D) berdasarkan pengamatan di lingkungan sekolah
2	**Materi Pembelajaran**	
	a. Kesesuaian materi pembelajaran dengan kompetensi dasar dan indikator yang akan dicapai	kompetensi dasar dan indikator yang akan dicapai
	b. Susunan materi pembelajaran	materi pokok disusun dalam bentuk butir-butir secara terurut dan kurang lengkap
	c. Bahan ajar (pada lampiran)	hanya beberapa yang memuat fakta/konsep/prinsip/prosedur yang relevan
3	**Strategi Pembelajaran**	
	a. Model, pendekatan, dan metode pembelajaran	beberapa yang sesuai dengan KD, karakteristik materi dan karakteristik siswa
	b. Langkah-langkah/sintaks pembelajaran	Kurang sesuai dengan model pembelajaran yang digunakan
	c. Tahapan kegiatan pembelajaran	Hanya mencakup satu tahapan pendahuluan/inti/penutup saja dan tidak disertai alokasi waktu di setiap tahapan
	d. Penerapan active learning	Hanya beberapa Langkah-langkah pembelajaran yang mencerminkan active learning

4	**Pemilihan Media Pembelajaran**	Hanya beberapa yang sesuai dengan tujuan pembelajaran, materi pembelajaran, kondisi kelas
5	**Pemilihan Sumber Belajar**	Hanya beberapa macam, buku cetak/ hand out saja, tidak meliputi bahan ajar elektronik (IT)
6	**Evaluasi**	
	a. Cakupan aspek penilaian	mencakup satu aspek, sikap atau pengetahuan atau keterampilan
	b. Kesesuaian penilaian dengan tujuan/indikator	Hanya beberapa evaluasi yang sesuai dengan tujuan/indikator
	c. Komponen penilaian	hanya meliputi satu atau dua kisi-kisi dan tes/soal
7	**Merencanakan kegiatan pengayaan dan remedial**	Hanya merencanakan remedial bagi siswa yang memiliki kemampuan kurang

APPENDIX 5: *Coding*

Theme	Sub-Theme	Code	Transcription
Pedagogical Performance	**Curriculum**	**PP/C**	• "Saya mulai mengajar itu di tahun 1988 awal-awalnya, sudah berapa lama itu, kira-kira sudah 35 tahun lah kurang lebih ya, sekarang saja umur saya sudah 56 tahun.… kalau kurikulum apa namanya sebelum KTSP itu, kalau tidak salah kurikulum berbasis kompetensi (KBK), lalu setelah itu ada KTSP, kemudian K13, dan yang baru ini Kurikulum Merdeka" Teacher R • "Saya mulai mengajar tahun 2000, kira-kira tuh kurang lebih sudah 23 tahun. Kalau kurikulum yang pernah saya terapkan itu ada KTSP duu tuh, lalu K1, eh yang pertama KBK dulu baru KTSP, K13 dan yang sekarang Kurikulum Merdeka" Teacher J • "sementara apa yang siswa kelas IX ini mereka sudah K13 dari awal kelas VII dulu, makanya kelas VII dan VIII kita kurikulum merdeka yang kelas IX masih tetap K13" Teacher R • "saya ngajarnya baru semester ini ngajar di kelas VII makanya saya katakan baru memulai menerapkan kurikulum merdeka ini" Teacher J • "Sudah pernah sekali, didatangkan pemateri dari luar ke sekolah kita" Teacher R • "kalau dibilang menguasai 100% belum ya, seperti yang saya

			katakan tadi, saya juga baru memulai menerapkan kurikulum ini, jadi masih tahap belajar dan terus belajar juga" Teacher J • "Saya tau tapi masih ngambang sebenarnya, ya saya lihat-lihat dari YouTube hampir sama saja dengan kurikulum K13 kalau sistem mengajarnya di kelas ya, adalah perbedaan sedikit mungkin kurikulum merdeka ini lebih fokus kepada pengembangan moral siswa ya, berarti lebih ke karakternya gitu, ya memang guru harus lebih bervariasi mengajar…" Teacher R
	Teaching Method	**PP/TM**	• "kalau RPP iya saya buat sendiri, sebenarnya modul sudah ada tapi saya sesuaikan lagi dengan materi pembelajarannya. kalau RPP selalu saya siapkan sebelum mengajar, jadi langkah-langkah nya, apa yang harus kita lakukan, metode apa gitu, ya tidak bisa sembarangan juga lah harus sesuai dengan materi gitu" Teacher R • "selalu saya siapkan sebelum mengajar…kalau RPP ini saya buat sendiri dan memodifikasi dari modul yang ada. Karena ini kurikulum baru kan, jadi saya modifikasi dan sesuaikan lagi dengan materi pelajarannya" Teacher J • "kalau metode saya tidak terlalu banyak yang saya tau, kalau secara umum ya metode ceramah,

			diskusi, ya paling active learning kalau dalam pembelajaran bahasa Inggris ini. kemudian apalagi ya, eee metode grammar-translation pernah juga… kalau sekarang saya lebih sering pakai metode diskusi…" Teacher R • "karena ya sesuai dengan materi yang sekarang, kalau saya bawa ceramah terus ngoceh di depan kelas tidak mau anak-anak, mereka juga ceramah dibelakang ribut dengan kawannya. Jadi saya berusaha bagaimana siswa lebih aktif lah. intinya metode bisa berubah-ubah menyesuaikan dengan materi dan situasi yang ada begitu" Teacher R • "kalau secara umum ya ada banyak metode seperti ceramah, diskusi, tanya jawab, trus juga ada demostrasi…ada metode Kontekstual Teaching Learning atau CTL, kemudian ada lagi Grammar-Translation Method, lalu ada Audio Lingual Method, banyak ya, Total Physical Response, Problem Based Learning, dan apa nama yang satu tu Project Based Learning. Saya lebih ke metode demonstrasi dan Project Based Learning. Saya menerapkannya kadena sesuai dengan materi pelajaran yang sekarang, kalau bisa saya terapkan semuanya tapi balik lagi kepada kesesuaian materi serta kondisi tadi" Teacher J

	Teaching Media	**PP/TMD**	• "kadang saya pakai Flash card, kita tunjukkan gambar pada anak-anak sesuai dengan materi pelajaran gitu. Itu cukup menarik sebenarnya, jadi mereka tidak bosan. Contohnya ada pelajaran tentang permainan tradisional panjat pinang kita tunjukan gambar, jadi mereka senang gitu…" Teacher R • "kalau media biasanya saya menggunakan Flash Card kartu bergambar itu, kemudian Audio Visual juga atau projektor, kadang sebelum belajar saya perlihatkan video tentang materi terkait, misalnya dialog tentang memperkenalkan orang lain gitu…" Teacher J • "paling media utamanya buku teks siswa saja sebagai sumber belajarnya…" Teacher R • "kemudian kalau buku teks siswa itu sudah pasti ya sebagai sumber belajar…" Teacher J
	Evaluation	**PP/E**	• "biasanya kadang anu di akhir materi, kalau semester itu sudah tetap atau mid semester, aa... kadang ya dari proses belajarnya, kita tau kan mana yang aktif mana yang tidak. Jadi keduanya lah, eee apa, on going juga di akhir semester juga" Teacher R • "kalau evaluasi itu dilakukan selama proses pembelajaran, on going proses ya. Mmm... dan juga di akhir satu kompetensi dasar

			atau tujuan pembelajaran. Biasanya setelah habis satu kompetensi dasar saya kasih soal latihan mengenai materi yang sudah dipelajari tadi…dan juga dilakukan di akhir semester" Teacher J
Problems Faced by Teachers	**Problems**	**PFT/P**	• "Kalau saya masih saya tulis dulu konsepnya setelah itu baru minta tolong ke orang buat ngetik sama nge-print nya. Sebenarnya saya juga bisa ngetik sendiri tapi lama gitu. Kadang juga dalam membuat RPP ini saya juga banyak bertanya pada sesama guru bahasa Inggris gitu. Karena kurikulumnya baru kan" teacher R • "yang pertama menentukan alokasi waktu yang tepat, kedua menentukan indikator yang tepat, lalu yang ketiga metode pembelajaran yang tepat" Teacher J • "biasanya saya minta siswa membawa kamus tapi kadang sebagian saja yang bawa… ya itulah saya katakan kenapa harus bawa kamus, nanti ada kata-kata sulit bisa kita cari di kamus, tapi kita tau anak zaman sekarang ya, mereka mau pakai hp, tapi peraturan sekolah kita tidak membenarkan membawa Hp kesekolah…" Teacher R • "kendala nya itu, mungkin di segi kompetensi siswanya, kadang ya kompetensi siswa tuh kurang lah

			dalam pembelajaran bahasa inggris ini, kemudian misalnya Project Based Learning, tidak semua siswa bisa menghasilkan karya, itu jadi disetiap metode yang kita pakai pasti ada kelebihan dan kekurangan. Contohnya lagi metode demonstrasi, kadang tidak semua siswa itu berani mendemonstrasikan hasil karya atau tugas nya, eee.. merasa malu, atau barangkali memang kemampuannya rendah, ada juga siswa yang kurang mampu berkomunikasi dengan baik dalam bahasa inggris…" Teacher J • "nah kalau teknologi itu memang kelemahan kami guru-guru senior ini, ya itu lah saya katakan sebenarnya bukan zaman kami, bukan tidak mau mengikuti zaman ya, tapi memang susah bagi kami yang tua-tua ini…" Teacher R • "kalau projector ini masalahnya keterbatasan proyektornya. Eee…projector di sekolah kita ini tempatnya di labor TIK, jadi biasanya kami belajar di labor, kadang kalau labor nya dipakai kami tidak bisa menggunakan proyektor…" Teacher J • "paling masalahnya ya kadang masih ada siswa yang kurang pemahamannya gitu terhadap materi pembelajaran. Makanya penilaiannya dilakukan di proses pembelajaran juga, termasuk nilai kehadiran juga dan ujian akhir

			semester" Teacher R • "cuma ya dalam penyusunan assessment itu perlu disesuaikan dengan capaian pembelajaran, ya harus ada sinkronisasi antara penilaian kita itu dengan capaian pembelajaran. Kemudian membutuhkan waktu yang cukup dalam pengolahannya nanti. Kalau dari peserta didik masih ada beberapa peserta didik yang kurang pemahamannya terhadap materi…" Teacher J