

## CHAPTER IV

### RESULT AND DISCUSSION OF RESEARCH

In this chapter the researcher analyzes and discusses the data by using the procedure of data analysis that is stated in chapter III. Furthermore, the analysis and the discussion are primarily focused on the good teacher's pedagogic competence in planing the lesson plan, implementing the lesson plan, and also taking the evaluation.

#### A. Research Finding

In this part, the researcher will explain the finding of research focus about the good teacher's pedagogic competence in teaching English at the fifth class of SDN Pademawu Barat I. In collecting the data, the researcher took the result from the documentations, observation, and interview when the English teacher has leisure time in the school.

The researcher conducted the research on October 28<sup>th</sup> 2021 for collecting documents such as lesson plan, syllabus, the lesson timetable, and also students handbook. The observation conducted twice on Saturday, November 6<sup>th</sup> and 13<sup>th</sup> 2021 based on the schedule. And also the Interview held on November 12<sup>th</sup> 2021.

#### **1. What is The Good English Teacher's Pedagogic Competence at The Fifth Class of SDN Pademawu Barat I in Planing The Lesson Plan?**

Firstly, in this part the researcher did documentation to collect the data. The researcher did documentation at October 28<sup>th</sup> 2021 to Mrs. Eka Agustiningsih, S.Pd. The researcher collected the data of lesson plan, syllabus, the lesson timetable, and also the students' handbook.

Based on the Analysis of the lesson plan used by the English teacher, compared with the lesson plans of kemendikbud obtained results as below.

Here is the template of current national curriculum 2013 by kemendikbud as below :

**RENCANA PELAKSANAAN PEMBELAJARAN JARAK JAUH  
JENIS LURING KURIKULUM 2013  
BAHASA INGGRIS**

Satuan Pendidikan : SD/MI  
Kelas / Semester : 5/2  
Pelajaran : Heat and Transfer  
Sub Pelajaran : Temperature and Heat (3.6, 4.6)  
Pertemuan : 1  
Alokasi waktu : 90 menit

**A. TUJUAN**

1. Siswa mampu mengulang kosakata yang di dengar dengan suara lantang.
2. Siswa mampu mengetahui hal penting dalam teks bacaan terkait *Temperature and Heat* yang di baca.
3. Siswa mampu mempraktikkan pembacaan teks tentang *Temperature and Heat*.
4. Siswa mampu menyelesaikan soal- soal bahasa inggris tentang *Temperature and Heat*.

**B. KEGIATAN PEMBELAJARAN**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Siswa belajar dimulai dengan berdo'a. (<b>Religius dan Integritas</b>)</li> <li>2. Siswa mengisi buku pantau harian dengan kegiatan beribadah dan membantu pekerjaan orangtua. (<b>Karakter dan Life Skills</b>).</li> <li>3. Siswa menulis kegiatan kesukaan hari ini yang akan dilakukan. (<b>Pengalaman belajar dan Variasi Aktivitas</b>)</li> <li>4. Siswa melihat siaran TV atau mendengarkan siaran radio sesuai jadwal yang telah diberikan guru. (<b>Variasi Aktivitas</b>)</li> </ol>	15 menit
Kegiatan Inti	<p><b>A. Alat dan Bahan</b></p> <ul style="list-style-type: none"> <li>• Peraga digital SCI Media</li> <li>• Panduan Buku Siswa dan Guru</li> <li>• Buku kendali Harian Aktivitas siswa</li> <li>• Siaran TV</li> <li>• Siaran Radio</li> <li>• Lingkungan sekitar</li> </ul> <p><b>B. Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mengamati penjelasan tentang <i>Temperature and Heat</i> yang terdapat pada buku siswa. (<b>Remembering, Understanding</b>)</li> </ul> <p><b>C. Menanya</b></p>	65 menit

	<p><b>C. Menanya</b></p> <ul style="list-style-type: none"> <li>• Siswa menanyakan penjelasan yang belum di pahami tentang kosakata yang berkaitan dengan <i>Temperature and Heat</i> kepada anggota keluarga. (<b>Communication</b>)</li> </ul> <p><b>D. Menalar</b></p> <ul style="list-style-type: none"> <li>• Siswa mencoba membuat kalimat pendek yang berkaitan dengan <i>Temperature and Heat</i> bersama anggota keluarga. (<b>Communication, Creativity and Innovation, Analysing</b>)</li> </ul> <p><b>E. Mencoba</b></p> <ul style="list-style-type: none"> <li>• Siswa melatih pemahamannya tentang isi teks bacaan yang berkaitan dengan <i>Temperature and Heat</i> dalam buku siswa, kemudian siswa mencari hal penting dalam teks bacaan tersebut bersama anggota keluarga. (<b>Collaboration, Critical Thinking and Problem Solving, Analysing</b>)</li> </ul>	
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Siswa melaporkan semua latihan dan dokumentasi kegiatan hari ini di buku siswa masing-masing.</li> <li>2. Siswa kerja sama dengan orangtua untuk menyelesaikan tugas rumah. (<b>Gotong royong</b>)</li> <li>3. Belajar menyanyikan salah satu lagu daerah untuk menumbuhkan <b>nasionalisme, persatuan, dan toleransi</b>.</li> <li>4. Siswa mengakhiri kegiatan belajar dengan doa. (<b>Religius</b>)</li> </ol>	10 menit

**C. PENILAIAN**

1. **Pengamatan Sikap** : (Pengamatan dan rekaman sikap berupa buku panduan kegiatan harian siswa)
2. **Penilaian Pengetahuan** : (Tes tulis, lembar pencapai hasil belajar)
3. **Penilaian Keterampilan** : (Hasil kerja harian dibuku siswa, unjuk kerja, produk karya)

Mengetahui  
Kepala Sekolah, Guru Bahasa Inggris Kelas 5,

NIP. ....

NIP. ....

Source: <https://guruyes.com/?m=1>

In the Curriculum 2013 by kemendikbud lesson plan, there is information that contains education units, classes/semesters, lessons, sub lessons, meetings, and also time allocation. After that, it is filled with objectives, learning activities consisting of preliminary activities, core activities, and closing activities. Each of these activities has a description of the activity and the time allocation that has been made. Then, in the last point there is an assessment which includes observation attitude assessment, knowledge assessment, and skills assessment. Attitude observation assessment in the form of observation and attitude recording through student daily activity guidebooks. Knowledge assessment, in the form of a written test, learning achievement sheet. Skills assessment, in the form of daily work, performance or in the form of work products.

While, based on the lesson plan that the English teacher used at the fifth class of SDN Pademawu barat I the template as follows:

**RENCANA PROGRAM PEMBELAJARAN**  
**Sekolah Dasar**  
**Mata Pelajaran: Bahasa Inggris**  
**Kelas/semester: V/1**

**A. Kompetensi Dasar:**

1. Mendeskripsikan bagian-bagian tubuh.
2. Merespons instruksi sangat sederhana secara verbal mengenai bagian-bagian tubuh.
3. Menanyakan dan memberikan kabar dengan menggunakan bahasa yang tepat.
4. Mengidentifikasi pesan singkat berisi harapan kesembuhan seseorang dengan menggunakan bahasa yang tepat.

**B. Indikator:**

- Menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar.
- Merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat.
- Mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar.
- Membuat dialog singkat tentang kabar seseorang.
- Menjawab pertanyaan dari pesan singkat dengan tepat.

**C. Tujuan Pembelajaran:**

- Pada akhir pembelajaran, siswa dapat:
- menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar.
  - merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat.
  - mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar.
  - membuat dialog singkat tentang kabar seseorang.
  - menjawab pertanyaan dari pesan singkat dengan tepat.

**D. Materi Pembelajaran: I Have A Fever**

**E. Alokasi Waktu:** 4 jam pelajaran (4 kali pertemuan)

**F. Metode:** *Integrated Skills* (mendengarkan, menirukan, bercakap-cakap, memperagakan, menggambar)

### G. Langkah-langkah Kegiatan Pembelajaran:

Pert I – Keg. Awal	Guru menyapa siswa <i>"Hello, how are you?"</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru menyatakan tujuan pembelajaran hari ini.
Keg. Inti	Guru mengajak siswa membuka buku cetak halaman 35. Kemudian, guru meminta siswa mendengarkan lagu <i>"Head, Shoulders, Knees And Toes"</i> . Setelah selesai mendengarkan lagu, siswa diminta untuk menyanyikan lagu tersebut bersama-sama.

Keg. Akhir	Selanjutnya, siswa diajak untuk mencermati gambar pada buku cetak halaman 36. Guru meminta siswa mencocokkan gambar bagian tubuh dengan kosa kata yang sesuai. Setelah itu, Guru memberikan instruksi sangat sederhana untuk mengecek pemahaman siswa dengan berkata <i>"Touch your head, knee, ..."</i> dan seterusnya kemudian siswa menunjuk bagian tubuh yang disebutkan. Guru memutar lagu <i>"Two Eyes"</i> dan meminta siswa bernyanyi bersama.
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Pert II – Keg. Awal	Guru menyapa siswa <i>"Hello, how are you?"</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulas sedikit pelajaran di pertemuan sebelumnya.
Keg. Inti	Guru meminta siswa membuka halaman 39 dan menyebutkan kalimat mengenai mengungkapkan kondisi tubuh yang sakit dan meminta siswa mengulanginya dengan ucapan dan lafal yang benar. Kemudian, guru memeriksa pemahaman siswa dengan meminta siswa menjawab pertanyaan dalam latihan di halaman 41. Selanjutnya dengan bimbingan guru, siswa diminta untuk mendengarkan dialog dalam rekaman dan memperhatikan tulisannya lalu siswa diminta berlatih dialog serupa seperti yang tertera di halaman 43.
Keg. Akhir	Guru mengulas pelajaran hari itu dengan bertanya secara acak kepada siswa bagaimana cara mengatakan kondisi tubuh yang sakit. Guru menutup pembelajaran.

Pert III – Keg. Awal	Guru menyapa siswa <i>"hello, how are you?"</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulas pelajaran minggu lalu dengan berekspressi misalnya memegang perut dan terlihat seperti sakit, lalu siswa diminta menyebutkan kalimatnya dengan ucapan dan lafal yang benar.
Keg. Inti	Guru meminta siswa membuka buku cetak halaman 45 dan selanjutnya menyebutkan <i>"Take the medicine, take a rest, drink water, dan do exercise"</i> dan meminta siswa mengulangi dengan ucapan dan lafal yang benar. Kemudian, guru memeriksa pemahaman siswa dengan meminta siswa menjawab pertanyaan dalam latihan di halaman 46. Selanjutnya dengan bimbingan guru, siswa diminta untuk mendengarkan dialog dalam rekaman dan memperhatikan tulisannya lalu siswa diminta berlatih dialog serupa seperti yang

meminta siswa mengulangi dengan ucapan dan lafal yang benar. Kemudian, guru memeriksa pemahaman siswa dengan meminta siswa menjawab pertanyaan dalam latihan di halaman 46. Selanjutnya dengan bimbingan guru, siswa diminta untuk mendengarkan dialog dalam rekaman dan memperhatikan tulisannya lalu siswa diminta berlatih dialog serupa seperti yang tertera di halaman 48.  
Keg. Akhir Guru menutup pembelajaran.

Pert IV – Keg. Awal Guru menyapa siswa “*Hello, how are you?*” dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulang pelajaran minggu lalu dengan meminta siswa menebak ekspresi yang dilakukan guru.  
Keg. Inti Siswa diajak untuk membaca contoh teks mengenai harapan kesembuhan untuk seseorang. Kemudian guru meminta siswa menjawab pertanyaan berdasarkan teks yang ada di halaman 49. Selanjutnya, siswa diminta melengkapi paragraf rumpang yang ada di halaman 50.  
Keg. Akhir Guru mengulas materi yang sudah dipelajari kemudian menutup pembelajaran.

**H. Penilaian:**

Jenis	Halaman	Keterangan
Tertulis	34	Menjawab pertanyaan dengan tepat
	36	Mencocokkan gambar dan jawaban
	41	Melingkari jawaban yang benar
	46	Menjawab pertanyaan
	49	Menjawab pertanyaan
	50	Melengkapi paragraf rumpang
Lisan	43	Bercakap-cakap dengan teman-temannya mengenai kondisi tubuh.
	48	Bercakap-cakap dengan teman-temannya mengenai kondisi tubuh.

I. **Sumber belajar:** Buku *Grow With English 5* Unit 3 halaman 33 – 50, Audio *Grow With English 5* Unit 3.

Mengetahui  
Kepala Sekolah

Guru

Based on the analysis on the lesson plan used by the English teacher at the fifth class of SDN Pademawu Barat I, there is information that describes the subject and class/semester. Also, there are basic competencies, indicators, learning objectives, learning materials, time allocation, methods, steps for learning activities which consist of initial activities, core activities, and final activities, each of which contains four learning subchapters which can be called with *parts* (part I, II, III, IV). And also contains assessments and learning resources.

From the systematic explanation of the preparation of the lesson plans above, it can be seen that the two have differences, here are the differences between the 2013 curriculum lesson plans by kemendikbud and the lesson plans used by English teacher's at the fifth class of SDN Pademawu Barat I:

- a. In the 2013 curriculum, there are more subject hours than the English teacher's lesson plan in every one meeting. The time allocation used by the 2013 curriculum lesson plan contains 90 minutes in one meeting. While the time allocation used by the English teacher's learning plan contains 70 minutes in every one meeting.
- b. The 2013 curriculum consists of five core activity processes, namely; gathering information, observing, questioning, reasoning, and experimenting. While the English teacher learning plan is not explained in detail, the standard process itself. It contains only the steps of the activities to be carried out.
- c. In the 2013 curriculum, the subchapters of each theme are made separately, while the English teacher's lesson plan consists of four subchapters in each lesson plan.
- d. In the 2013 curriculum the assessment is carried out with 3 assessments namely; attitudes observation assessment, knowledge assessment, and skills assessment. While the English teacher learning plan consists of 2 types of assessment namely; written assessment and oral assessment. Where, written assessment is like

answering, completing, matching a question, in oral assessment is like a conversation test and learning resources.

Based on the interview that the researcher did on November 12<sup>th</sup> 2021 at 09:30-10:00 a.m. by using direct interview to the English Teacher. Firstly, the researcher inform the English teacher the question is related with the teacher in planning the lesson plan. The following is the result of interview to the English teacher.

“Yes, as a guide to being a teacher in teaching in the classroom, the reference is in the lesson plan. Of course, I made the lesson plan based on the current curriculum indicators, namely Curriculum-13. Although English lessons here are included in extracurricular lessons, they still follow the rules of curriculum-13”.<sup>1</sup>

From the result above, it can be seen that the English teacher used Curriculum-13 in developing the lesson plans. The English teacher has designed a 2013 curriculum lesson plan but, there are some points that are not implemented in accordance with the 2013 curriculum by kemendikbud. These points include; time allocation, different activities or activity steps, subchapters in each meeting, and the assessment process.

In planning the lessons, the teacher has a reference or guideline in determining the learning theme in each meeting. Teachers can see it through the current syllabus, namely the syllabus of curriculum 2013 for

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<sup>1</sup> Eka Agustiniingsih, The English Teacher of SDN Pademawu Barat I , Direct Interview, (November 12<sup>th</sup> 2021).

elementary school grade 5 which has been issued by the ministry and culture (kemendikbud). It can be seen below:



**SILABUS**  
SEKOLAH DASAR/MADRASAH IBTIDAIYAH  
(SD/MI)

**KURIKULUM 2013**

**BAHASA INGGRIS**  
KELAS 5  
SEMESTER I

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**

**SILABUS BAHASA INGGRIS KELAS 5**

Semester : 1 (satu)

**KOMPETENSI INTI**

1. Menyerama dan menjalankan perbedaan sesama teman.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

Mata Pelajaran	Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran	Pendidikan Penguatan Karakter	Penilaian	Alokasi Waktu	Sumber Belajar
Motion Organs	<p>3.1 Memahami kata, frasa, dan kalimat yang berkaitan dengan <i>Motion Organs</i>.</p> <p>4.1 Menyusun teks lisan menggunakan kata, frasa, dan kalimat yang berkaitan dengan <i>Motion Organs</i>.</p>	<p>3.1.1 Mengetahui kosakata bahasa Inggris yang berkaitan dengan <i>Motion Organs</i>.</p> <p>3.1.2 Mengidentifikasi hal penting yang terdapat dalam teks bacaan <i>Motion Organs</i>.</p> <p>3.1.3 Menganalisis soal tentang <i>Motion Organs</i>.</p> <p>4.1.1 Menyajikan kosakata tentang <i>Motion Organs</i> dengan tepat.</p> <p>4.1.2 Mempraktikkan dialog tentang</p>	<p>Animal Motion Organs.</p> <ul style="list-style-type: none"> <li>Human and The Environment.</li> <li>Environment and Benefits.</li> <li>Grammar.</li> <li>Task.</li> <li>Song.</li> </ul>	<ul style="list-style-type: none"> <li>Membaca teks bahasa Inggris tentang <i>Motion Organs</i>.</li> <li>Mengetahui organ gerak pada hewan.</li> <li>Mengikuti kegiatan menjaga lingkungan.</li> <li>Mengetahui kondisi geografis Indonesia.</li> <li>Mengetahui efek kondisi geografis Indonesia.</li> <li>Mengenal <i>Grammar</i>.</li> <li>Mengenal kosakata tentang <i>Motion Organs</i>.</li> <li>Mengetahui percakapan tentang <i>Motion Organs</i>.</li> <li>Menyanyikan lagu tentang <i>Motion Organs</i>.</li> <li>Menyelesaikan soal-soal tentang <i>Motion Organs</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Nasionalis</li> <li>Mandiri</li> <li>Gotong Royong</li> <li>Integritas</li> </ul>	<p>Pengetahuan :</p> <ul style="list-style-type: none"> <li>Mengetahui teks tentang <i>Motion Organs</i>.</li> </ul> <p>Keterampilan :</p> <ul style="list-style-type: none"> <li>Mengenal organ gerak hewan.</li> <li>Mengetahui penyebaran hewan di Indonesia.</li> <li>Mengetahui kegiatan yang ramah lingkungan.</li> <li>Mengetahui <i>grammar</i>.</li> </ul> <p>Keterampilan</p>	12 JP	<ul style="list-style-type: none"> <li>Buku Guru dan buku siswa kelas 5 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016)</li> <li>Internet (<a href="https://mediknas.com">https://mediknas.com</a>)</li> </ul>

<https://mediknas.com>

		<p><i>Motion Organs</i></p> <p>4.1.3 Menyelesaikan soal latihan tentang <i>Motion Organs</i>.</p>				<p>Kinerja/Praktik :</p> <ul style="list-style-type: none"> <li>Mempaktekan kegiatan menjaga lingkungan.</li> <li>Menyebutkan penyebaran fauna di Indonesia.</li> <li>Menyebutkan efek kondisi geografis Indonesia.</li> </ul>		
Clean Air For Health	<p>3.2 Memahami kata, frasa, dan kalimat yang berkaitan dengan <i>Clean Air for Health</i>.</p> <p>4.2 Menyajikan penggunaan kata, frasa, dan kalimat yang berkaitan dengan <i>Clean Air for Health</i>.</p>	<p>3.2.1 Mengetahui kosakata bahasa Inggris yang berkaitan dengan <i>Clean Air for Health</i>.</p> <p>3.2.2 Mengidentifikasi hal penting yang terdapat dalam teks bacaan <i>Clean Air for Health</i>.</p> <p>3.2.3 Menganalisis soal tentang <i>Clean Air for Health</i>.</p> <p>4.2.1 Menyajikan kosakata tentang <i>Clean Air for</i></p>	<p>How The Body Treats Clean Air</p> <p>Importance of Clean Air for Breathing.</p> <p>Maintaining the Health of Human</p> <p>Literacy.</p> <p>Task.</p> <p>Vocab.</p>	<ul style="list-style-type: none"> <li>Membaca teks bahasa Inggris tentang <i>Clean Air for Health</i>.</li> <li>Mengetahui alat pernapasan pada hewan.</li> <li>Mengenal penyakit yang menyerang organ pernapasan.</li> <li>Mengetahui cara menjaga organ pernapasan.</li> <li>Mengenal kosakata tentang <i>Clean Air for Health</i>.</li> <li>Mengetahui percakapan tentang <i>Clean Air for Health</i>.</li> <li>Menyelesaikan soal-soal tentang <i>Clean Air for Health</i>.</li> </ul>		<p>Pengetahuan :</p> <p>Mengetahui teks tentang <i>Clean Air for Health</i>.</p> <p>Keterampilan :</p> <ul style="list-style-type: none"> <li>Mengenal alat pernapasan pada hewan.</li> <li>Mengetahui penyakit yang menyerang organ pernapasan.</li> <li>Mengetahui cara menjaga organ pernapasan.</li> </ul>		

<https://mediknas.com>



		Health, sept. 4.2.2 Mempraktikkan dialog tentang Clean Air for Health. 4.2.3 Menyelesaikan soal latihan tentang Clean Air for Health.				Keterampilan Praktik / Kinerja : • Menyebutkan alat - alat pemaspasan. • Menpraktikkan cara menjaga organ pemaspasan.		
Healthy Foods	3.3 Memahami kata, frasa, dan kalimat yang berkaitan dengan Healthy Foods.  4.3 Menyajikan penggunaan kata, frasa, dan kalimat yang berkaitan dengan Healthy Foods.	3.3.1 Mengetahui kosakata bahasa Inggris yang berkaitan dengan Healthy Foods. 3.3.2 Mengidentifikasi hal penting yang terdapat dalam teks bacaan Clean Air for Health. 3.3.3 Menganalisis soal tentang Clean Air for Health.  4.3.1 Menyajikan kosakata tentang Healthy Foods. 4.3.2 Mempraktikkan dialog tentang Healthy Foods. 4.3.3 Menyelesaikan soal latihan tentang Healthy Foods.	• How Does the Body Treat Food. • The Importance of Healthy Food for the Body. • The Importance of Maintaining Healthy Food Intake. • Grammar. • Task. • Vocab.	• Membaca teks bahasa Inggris tentang Healthy Foods. • Mengetahui sistem pencernaan pada manusia. • Mengetahui penyakit yang menyerang sistem pencernaan. • Mengetahui pentingnya menjaga asupan makanan. • Mengenal Grammar. • Mengenal kosakata tentang Healthy Foods. • Mengetahui percakapan tentang Healthy Foods. • Menyelesaikan soal -soal tentang Healthy Foods.		Pengetahuan : • Mengetahui teks tentang Healthy Foods.  Kemampuan : • Mengenal alat pencernaan manusia. • Mengenal manfaat dari sayuran. • Mengetahui makanan yang baik untuk kesehatan. • Mengetahui grammar.  Keterampilan Praktik / Kinerja : • Menampilkan proses		

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		Foods.				perencanaan. • Menyebutkan manfaat buah - buahan.		
Healthy Is Important	3.4 Memahami kata, frasa, dan kalimat yang berkaitan dengan Healthy Is Important.  4.4 Menyajikan penggunaan kata, frasa, dan kalimat yang berkaitan dengan Healthy Is Important.	3.4.1 Mengetahui kosakata bahasa Inggris yang berkaitan dengan Healthy Is Important. 3.4.2 Mengidentifikasi hal penting yang terdapat dalam teks bacaan Healthy Is Important. 3.4.3 Menganalisis soal tentang Healthy Is Important.  4.4.1 Menyajikan kosakata tentang Healthy Is Important. 4.4.2 Mempraktikkan dialog tentang Healthy Is Important. 4.4.3 Menyelesaikan soal latihan tentang Healthy Is Important.	• My Blood Circulation Is Healthy. • Health Problems In Circulatory Organs. • How To Maintain the Health of Human. • Literacy. • Task. • Vocab.	• Membaca teks bahasa Inggris tentang Healthy Is Important. • Mengenal peredaran darah manusia. • Mengetahui penyakit yang menyerang peredaran darah manusia. • Mengetahui cara menjaga kesehatan peredaran darah manusia. • Mengenal kosakata tentang Healthy Is Important. • Mengetahui percakapan tentang Healthy Is Important. • Menyelesaikan soal -soal tentang Healthy Is Important.		Pengetahuan : • Mengetahui teks tentang Healthy Is Important.  Kemampuan : • Mengenal kegiatan yang dapat melancarkan peredaran darah. • Mengetahui penyakit yang menyerang gangguan peredaran darah. • Mengetahui cara menjaga kesehatan peredaran darah manusia.  Kemampuan Praktik / Kinerja : • Menyebutkan		

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						sistem peredaran darah manusia.		
Ecosystem	3.5 Memahami kata, frasa, dan kalimat yang berkaitan dengan Ecosystem.  4.5 Menyajikan penggunaan kata, frasa, dan kalimat yang berkaitan dengan Ecosystem.	3.5.1 Mengetahui kosakata bahasa Inggris yang berkaitan dengan Ecosystem. 3.5.2 Mengidentifikasi hal penting yang terdapat dalam teks bacaan Ecosystem. 3.5.3 Menganalisis soal tentang Ecosystem.  4.5.1 Menyajikan kosakata tentang Ecosystem. 4.5.2 Mempraktikkan dialog tentang Ecosystem. 4.5.3 Menyelesaikan soal latihan tentang Ecosystem.	• Ecosystem Components. • Relationship Between Living Being. • Balance of Ecosystems. • Literacy. • Task. • Vocab.	• Membaca teks bahasa Inggris tentang Ecosystem. • Mengenal jenis makanan pada hewan. • Mengklasifikasi hewan dari tipe makanan. • Mengetahui jenis hewan langka yang ada di Indonesia. • Mengetahui rantai makanan pada hewan. • Mengetahui efek tidak menjaga keseimbangan ekosistem. • Mengenal kosakata tentang Ecosystem. • Mengetahui percakapan tentang Ecosystem. • Menyelesaikan soal -soal tentang Ecosystem.		Pengetahuan : • Mengetahui teks tentang Ecosystem.  Kemampuan : • Mengetahui jenis makanan hewan. • Mengetahui hewan langka di Indonesia. • Mengetahui rantai makanan. • Mengetahui efek dari ketidak seimbangan lingkungan.  Kemampuan Praktik / Kinerja : • Menpraktikkan menjaga keseimbangan ekosistem.		

Mengetahui

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Source: <https://mediknas.com>

The syllabus above is a syllabus curriculum 2013 English lessons for grade V elementary school semester I designed by the ministry and culture (kemendikbud). The components of the syllabus above include; core competencies, subjects, basic competencies, indicators, learning materials, learning activities, character strengthening education, assessment, time allocation, and learning resources.

While, the researcher has documented the syllabus used by the fifth grade English teacher at SDN Pademawu Barat I. The following is the attached 1<sup>st</sup> semester syllabus document:

**SILABUS**

Nama Sekolah : \_\_\_\_\_  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : V/1  
Kompetensi Inti : 1. Memperkenalkan diri sendiri dan orang lain.  
2. Bertanya jawab tentang informasi pribadi.  
3. Memahami teks fungsional yang ditemui di sekolah, rumah, dan lingkungan sekitar.  
4. Berinteraksi secara sederhana.  
5. Bertukar informasi sederhana tentang hal-hal yang berkaitan dengan kehidupan sehari-hari.  
6. Berkomunikasi terkait dengan ketertarikan pada sesuatu.  
7. Mendeskripsikan impian.  
8. Membuat teks fungsional yang ditemui di sekolah, rumah, dan lingkungan sekitar.  
9. Mendeskripsikan diri, benda dan lingkungan sekitar secara sederhana.

Tema	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar	Nilai Karakter
<i>What Grade Are You In?</i>	<ol style="list-style-type: none"> <li>Memperkenalkan diri sendiri dan orang lain baik secara lisan dan tertulis.</li> <li>Bertanya jawab mengenai nama, umur, dan kelas baik secara lisan dan tertulis.</li> <li>Bertanya jawab mengenai hobi baik secara lisan dan tertulis.</li> <li>Memberitahukan cita-cita baik secara lisan dan tertulis.</li> </ol>	<ul style="list-style-type: none"> <li>Introduction</li> <li>Spelling</li> <li>Age</li> <li>Address</li> <li>Hobby</li> <li>Dream job</li> </ul>	<ol style="list-style-type: none"> <li>Mendengarkan dan melakukan</li> <li>Mendengarkan dan mengulangi</li> <li>Menyanyikan lagu</li> <li>Memperagakan</li> </ol>	<ol style="list-style-type: none"> <li>Memperkenalkan diri dan orang lain secara lisan.</li> <li>Memperkenalkan diri dan orang lain secara tertulis.</li> <li>Bertanya jawab mengenai nama, umur, dan kelas secara lisan.</li> <li>Menuliskan informasi mengenai nama, umur, dan kelas.</li> <li>Bertanya jawab mengenai hobi secara lisan.</li> <li>Menuliskan</li> </ol>	Otentik dengan unjuk kerja ( <i>performance</i> ) Tes tertulis	6 JP	Buku dan audio <i>Grow with English 5</i> Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> <li>Gambar benda</li> <li>Buku bergambar yang relevan</li> <li>pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)</li> </ul>	<ol style="list-style-type: none"> <li>Religius</li> <li>Toleransi</li> <li>Bersahabat/komunikatif</li> </ol>

				informasi mengenai hobi. 7. Memberitahu kan cita-cita baik secara lisan. 8. Menuliskan cita-cita.				
<b>Where's the Teacher's Office?</b>	1. Bertanya dan memberitahu lokasi.	<ul style="list-style-type: none"> <li>• <i>Direction</i></li> <li>• <i>Signs</i></li> <li>• <i>Ordinal numbers</i></li> <li>• <i>Preposition of place</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Mendengarkan dan mengulangi</li> <li>2. Mendengarkan dan berbicara (dialog).</li> <li>3. Menyanyikan lagu.</li> <li>4. Mendengarkan dan melakukan.</li> <li>5. Menulis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Menanyakan lokasi suatu tempat secara lisan.</li> <li>2. Memberitahu lokasi suatu tempat secara lisan.</li> <li>3. Memberitahu lokasi suatu tempat secara tertulis.</li> </ol>	Otentik dengan unjuk kerja ( <i>performance</i> ) Tes tertulis	8 JP	Buku dan audio <i>Grow with English 5</i> Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> <li>• Gambar benda</li> <li>• Buku bergambar yang relevan</li> <li>• pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)</li> </ul>	<ol style="list-style-type: none"> <li>1. Religius</li> <li>2. Toleransi</li> <li>3. Peduli Lingkungan</li> </ol>
<b>I Have a Fever</b>	<ol style="list-style-type: none"> <li>1. Mengkomunikasikan sakit yang dialami.</li> <li>2. Memahami kartu ucapan.</li> <li>3. Membuat kartu ucapan.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Parts of body</i></li> <li>• <i>Sickness</i></li> <li>• <i>Greeting card</i></li> <li>• <i>Expressing sympathy</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Menyanyikan lagu</li> <li>2. Mendengarkan dan menulis.</li> <li>3. Mendengarkan dan melakukan.</li> <li>4. Mendengarkan dan mengulangi</li> <li>5. Mendengarkan dan mencocokkan</li> <li>6. Mendengarkan dan berbicara (dialog).</li> <li>7. Menulis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Menanyakan keadaan teman.</li> <li>2. Memberitahu an sakit yang dialami.</li> <li>3. Bersimpati terhadap teman yang sakit.</li> <li>4. Menentukan pernyataan berdasarkan kartu ucapan cepat sembuh.</li> <li>5. Membuat kartu ucapan cepat sembuh.</li> </ol>	Otentik dengan unjuk kerja ( <i>performance</i> ) Tes tertulis	6 JP	Buku dan audio <i>Grow with English 5</i> Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> <li>• Gambar benda</li> <li>• Buku bergambar yang relevan</li> <li>• pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)</li> </ul>	<ol style="list-style-type: none"> <li>1. Religius</li> <li>2. Toleransi</li> <li>3. Peduli sosial</li> </ol>

<b>She Has Long Hair</b>	<ol style="list-style-type: none"> <li>1. Memahami deskripsi orang baik secara lisan maupun tertulis.</li> <li>2. Mendeskripsi orang baik secara lisan maupun tertulis</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Physical appearance</i></li> <li>• <i>Description</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Mendengarkan dan mengulangi.</li> <li>2. Mendengarkan dan melakukan.</li> <li>3. Menyanyikan lagu.</li> <li>4. Mendengarkan dan berbicara (dialog).</li> <li>5. Membaca dan menggambar.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi orang yang dideskripsikan secara lisan.</li> <li>2. Menjawab pertanyaan berdasarkan deskripsi yang didengar.</li> <li>3. Mendeskripsikan orang secara lisan.</li> <li>4. Mendeskripsikan orang secara tertulis.</li> </ol>	Otentik dengan unjuk kerja ( <i>performance</i> ) Tes tertulis	6 JP	Buku dan audio <i>Grow with English 5</i> Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> <li>• Gambar benda</li> <li>• Buku bergambar yang relevan</li> <li>• pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)</li> </ul>	<ol style="list-style-type: none"> <li>1. Religius</li> <li>2. Toleransi</li> <li>3. Rasa ingin tahu</li> </ol>
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The components of the syllabus used by the English teacher above include; education units, subjects, classes/semesters, basic competence themes, sub-themes, indicators, learning experiences, assessments, time allocation, materials/facilities.

The components of the 2013 curriculum syllabus with the components of the syllabus that the English teacher used have differences in terms of themes, basic competencies, indicators, and different time allocations. So that, it can be said that the syllabus of the English teacher does not issue the curriculum 2013 by the ministry and culture (kemendikbud).

The researchers found the fact at the map of the book from the student handbook below. There are similarities in the learning themes of the overall themes listed below, such as the first meeting with the theme *all about me*, the second meeting *school direction* etc.

Map of the Book					
LESSON	TOPIC	FUNCTION	VOCABULARY	GRAMMAR	LITERACY
1	All about me Song: Jobs song Chant: Jobs chant	Asking for and giving information: • What grade are you in? • I'm in fifth grade. • What's your address? • It's Jalan Merdeka 46. • What do you want to be when you grow up? • I want to be a scientist.  TPR: • Play the guitar. • Play the drums. • Play the piano. • Play the saxophone.	Jobs: game developer, fashion designer, animator, musician, scientist, author, chef. Musical instruments: guitar, piano, drums, saxophone. Ordinal numbers: first, second, third, tenth.	• Imperatives • Simple present tense • Ordinal numbers	Reading aloud Spelling names Reading and writing: cloze descriptive text Thinking skill: Map map
2	School (directions) Song: Where's the toilet? Chant: Upstairs, downstairs	Asking for and giving directions: • Where's the teacher's office? • Downstairs, on the left. • It's first door on the right. • Go downstairs. It's next to the teacher's office.  TPR: • Turn left. • Turn right. • Go upstairs. • Go downstairs.	Floors and directions: basement, floor, stairs, downstairs, upstairs, left, right Rooms/ offices: Principal's office, teacher's office, laboratory, canteen, toilets, infirmary, school hall. Prepositions of place: opposite, between	• Imperatives • Simple present tense • Prepositions of place • Ordinal numbers	Reading aloud Understanding maps Floor plans Reading and writing: cloze descriptive text Thinking skill: identifying a place location.
3	At the doctor's Song: Head and shoulders Chant: Two eyes	Asking for/ giving information: • What's the matter? • My head hurts. • I have fever. • I hurt my arm. • Expressing sympathy: • I'm sorry to hear that. • Poor you. • Get well soon. • At the doctor's: • What's the matter? • My back hurts. • Take this medicine and take a rest. TPR: • Take the medicine. • Take a rest. • Drink water. • Do exercise.	Parts of the body: head, stomach, back, neck, arm, leg, shoulders, fingers, toes, foot/feet. Symptoms/ illness: hurt, headache, stomach ache, pain, fever, flu, cough, medicine.	• Imperatives • Simple present tense	Reading aloud Understanding short functional texts (get well wishes) Writing short functional text Thinking skill: labeling pictures
4	Describing people Song: Pretty and handsome Chant: She has a pretty face.	Describing people: • She is tall and pretty. • She has long curly hair. • What does she look like? • Which is Nuru? Is she tall?  TPR: • Draw a short line. • Draw a long line. • Draw a straight line. • Draw a curly line.	Parts of the body: hair, face, eyes, nose, moustache, beard Adjectives: long, short, curly, straight, tall, thin, fat, bald Determiner: both	• Imperatives • Simple present tense • Noun phrases	Reading aloud Reading and writing: cloze descriptive text Thinking skill: making comparison

From the explanation above, it shows that in making lesson plans, English teacher's at the fifth class of SDN Pademawu Barat I in planning the lesson plan took reference from student's handbook theme.

Furthermore, the researchers analyzed the learning activity and the method in the lesson plans by English teacher at the fifth class of SDN Pademawu Barat I are well implemented with the learning material "*I Have A Fever*".

It can be seen from the lesson plan above, there is an *integrated skill learning method* (listening, imitating, conversing, demonstrating, drawing). It can be started from the listening method, this method is implemented in the steps of learning activities part I, the core activity. There is an activity “*student listen to the song ‘Head, Shoulders, Knees, and Toes’*”. So, the listening method can be implemented properly. Next, there is the imitation method, imitating is doing the exact same thing as something that will be done, in the learning activities students were asked to sing the song “*Head, Shoulders, Knees, and Toes*” together after they listened to it. So that, the imitation method can be implemented properly in part I learning activities, the core activity. Meanwhile, the conversation method activity is found in part II activity, the core activity “*....student are asked to practice a similar dialogue....*”. Practice dialogue shows the method of conversing between two or more people. So that, the method is well implemented in learning activities in the lesson plans.

While, the demonstration method is well implemented in the steps of part II learning activities, the core activity. This is shown in the activity “*.... mentions sentences about and expresses the condition of the body that is sick ....*”. From the sentence, students are asked to demonstrate the condition of the body that is sick. This is indicated by the word ‘*express*’. Furthermore, the drawing method, this method is well implemented in part I, the core activity. Students do not draw like in a notebook, but they can observe and match the pictures related to

body parts on page 36. This is shown in the part I learning activity, the core activity “... *students are invited to look at the pictures on the printed book page 36. The teacher asks students to match pictures of body parts ...*”.

From the explanation above that the English teacher's is good at planing the method in to the steps of learning activities in the lesson plans. So that, all methods that have been set are implemented well.

## **2. How is The Good English Teacher's Pedagogic Competence at The Fifth Class of SDN Pademawu Barat I in Implementing The Lesson Plan?**

In the second problem formulation about the English teacher in implementing the lesson plan, the researcher conducted observations by bringing lesson plans related to learning process on that day and observation guidelines. The researcher followed whole learning activity for checking the suitability with the steps of lessons plan that researcher has obtained it from previous documentation data.

The researcher did observation on Saturday, November 6<sup>th</sup> and 13<sup>th</sup> 2021 in the same schedule at 10.10-10.45 a.m. and to be continued at 11.00-11.35 a.m. The researcher observed the English teacher when she taught in the class and also checking the suitability between the steps of lesson plans on that day.

The theme's discussion on November 6<sup>th</sup> 2021 discussed about “*I Have A Fever*” part I. Every theme's discussion from lesson plans have

four meetings namely part I, part II, Part III, and part IV. Every part have a time allocation of 70 minutes.

The following are the steps for learning activities "*I Have A Fever*" part I:<sup>2</sup>

a. Initial activity

The teacher greets the students "*Hello, how are you?*" and students answered the greeting properly and correctly. Then, the teacher states the purpose of today's lesson.

b. Core activities

The teacher invites students to open a printed book on page 35. Then, the teacher asks students to listen to the song "*Head, Shoulders, Knees And Toes*". After listening to the song, students were asked to sing the song together. Next, students are invited to look at the pictures on page 36 of the printed book. The teacher asks the students to match the pictures of body parts with the appropriate vocabulary. After that, the teacher gave very simple instructions to check the students' understanding by saying "*Touch your head, knee, ...*" and so on then the students pointed to the mentioned body parts.

c. End activities

The teacher plays the song "*Two Eyes*" and asks the students to sing along. The teacher closes the lesson.

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<sup>2</sup> Eka Agustiniingsih, Observation Lesson Plans at The Fifth Clas of SDN Pademawu Barat I, (November 6<sup>th</sup> 2021).

Based on the observation, the English teacher follows the above learning steps well. However, the teacher did not bring the audio to play a song as a learning media, which has been mentioned in the learning steps section. But, the teacher replaces it with the way she sings by herself and then the students can imitate it. So that the teaching and learning process remains in accordance with the steps of learning activities contained in the lesson plans.

To get the valid data observation. The researcher also did the second observation on November 13<sup>th</sup> 2021 with the themes "*I Have A Fever*" part II.

The following are the steps for learning activities "*I Have A Fever*" part II:<sup>3</sup>

a. Initial activity

The teacher greets "*Hello how are you?*" and students answer the greeting properly and correctly. The teacher reviews a little lesson in the previous meeting.

b. Core activities

The teacher ask the students to turn to page 39 and say a sentence about expressing a sick body condition and ask the students to repeat it with the correct speech and pronunciation. Then, the teacher, checks students understanding by asking students to answer the questions in the exercise on page 41. Next, with the guidance of

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<sup>3</sup> Eka Agustiniingsih, Observation Lesson Plans at The Fifth Clas of SDN Pademawu Barat I, (November 13<sup>th</sup> 2021).



the teacher, students are asked to listen to the recorded dialogue and pay attention to the writing, then students are asked to practice a similar dialogue as shown on page 43.

c. End activities

The teacher repeats the lesson by randomly asking students how to say the condition of the body is sick. The teacher closes the lesson.

Based on the second observation, the English teacher follows the learning steps well. However, there is one activity that is not carried out. In the core activity, there are activities in which students are asked to listen to the dialog by tape recording. Unfortunately on that day the teacher did not bring the tool, but the essence of learning is conveyed well.

The constraint between the results of the first (*I Have a Fever Part I*) and second observations, (*I Have a Fever Part II*) have the same case as providing audio media. While, between the first and second observations there are alternative differences. In the first observation, the teacher did not bring audio to play the song through the audio, but the English teacher had another alternative, she sang by herself instead of the audio. While in the second observation, the English teacher has the same problem, but she did not provide an alternative as a substitute for activities. She goes through activities related to audio in the core activity.

The researcher also did interview based on the English teacher's implementation in the lesson plan to get the valid data.

“ I follow the steps of the activities in the lesson plans, sometimes I also do not do it sequentially according to the lesson plans because of unpredictable student and class conditions. The point of letter is how students can absorb or understand the material being studied”.<sup>4</sup>

From the result between the observation and interview above, it can be seen the English teacher's is good at implementing the lesson plans. However, all the activities can not be followed sequentially as stated in the lesson plan and all the activities also can not be fulfilled because of the conditions of students and teachers faced. Basically, the lesson plans is only a reference point in teaching and the plan of teacher in designing activities.

### **3. How is The Good English Teacher's Pedagogic Competence at The Fifth Class of SDN Pademawu Barat I in Taking The Evaluation?**

In carrying out the evaluation is an indicator used by a teacher to measure the extent to which students understand the material that has been taught.

The English teacher's at the fifth class of SDN Pademawu Barat I conduct some evaluations to measure students understanding by giving questions that are already in the students handbook. It stated by the English teacher in the interview answer as follows.

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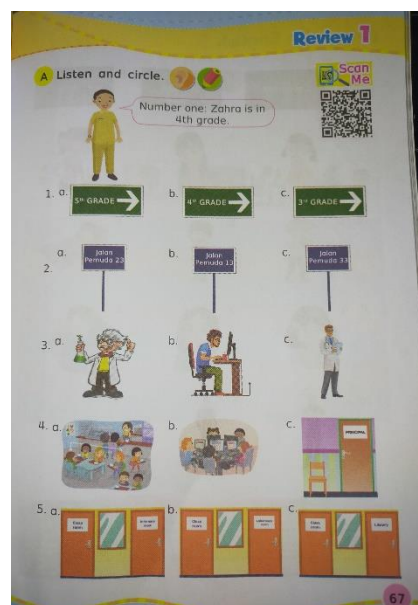
<sup>4</sup> Eka Agustiningih, The English Teacher of SDN Pademawu Barat I , Direct Interview, (November 12<sup>th</sup> 2021).

“I did the assessment first, then I gave questions to students. The questions are easy first, then the difficult questions are already in the students’ textbook”.<sup>5</sup>

“Yes. I use evaluation to find out that students can understand exactly what I have taught or conveyed. And when there are students who do not complete the test, there must be remedial measures. To improve students’ low scores, I do several retests for those who have scores below the average”.<sup>6</sup>

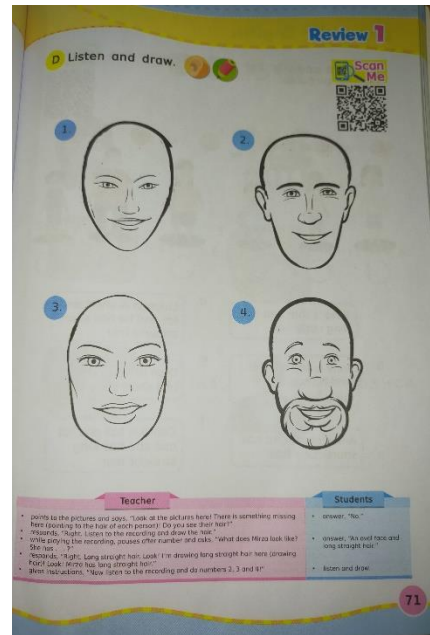
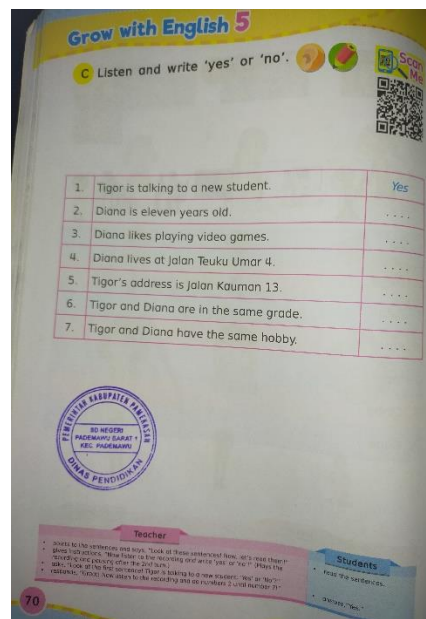
From the result between the interview above, it can be seen the English teacher conduct some evaluations from the students handbook exercise. She orders the students to do the evaluations start from the easy first. If the students pass it. Students can continue to the next level of evaluation. In the other hands, if the students can not pass the evaluation. They will do the remedial evaluations.

The following evaluation document is in the students handbook about midterm test (*Review 1*) page 67.



<sup>5</sup> Ibid.,

<sup>6</sup> Ibid.,



The teacher gives an evaluation that is in the student handbook as shown above. There are *reviews I* part A, B, C, D. If students can do *reviews I* part A well, they will continue with *reviews I* part B, and so on. Therefore, the teacher also gets the evaluation results from *reviews I* to be used as a student assessment.

The English teacher's at the fifth class of SDN Pademawu Barat I is not so good at taking the evaluations because she does not follow the steps and preparation of assessment instruments such as making question grids and question banks.

## B. Discussion of Research

In this section, the researcher going to analyze the good teacher's pedagogic in teaching English at the fifth class of SDN Pademawu Barat I which the data was discussed in the previous theory in chapter II. The researcher classified the data base on the research focus.

## **1. How is The Good English Teacher's Pedagogic Competence at The Fifth Class of SDN Pademawu Barat I in Planing The Lesson Plan?**

Lesson plan is teacher's guide in conducting the teaching and learning process. English Teacher's at the fifth class of SDN Pademawu Barat I make the lesson plan use curriculum 2013.

In making the lesson plan, the systematic preparation has some differences between the lesson plan made by an English teacher at the fifth class of SDN Pademawu Barat I and the lesson plans by Kemendikbud in the allocation of time, core activities, subchapters, and differences in assessment process.

The syllabus between the curriculum 2013 by Kemendikbud with the English teacher's at the fifth class of SDN Pademawu Barat I syllabus, there are different points such as; terms of themes, basic competencies, indicators, and different time allocations. So that, it can be said that the syllabus of the English teacher does not issue of the curriculum 2013 by Kemendikbud. But, the syllabus by the English Teacher have same description theme from the students handbook.

Furthermore, in making lesson plans, the English teacher applies all methods into the steps of learning activities well in the lesson plans that she has made. The methods used such as listening, imitating, conversing, demonstrating, and drawing. These methods are well planned in the learning theme "*I Have A Fever*".

Based on the data above, the English teacher's pedagogic competence in planning lesson plans is good, although it is not exactly

the same as the systematic preparation by Kemendikbud. It is in line with the statement of Ministerial Regulation RI National education No. 16 of 2007 concerning Qualification Standards of Academic and pedagogic competence. The statement said that "Developing a curriculum related to the subject/field of development being taught."<sup>7</sup> English teacher's at the fifth class of SDN Pademawu Barat I understand the principles of curriculum development, determine the purpose of English lesson in the lesson plans, and have been able to develop indicators and assessment in the lesson plans.

## **2. How is The Good English Teacher's Pedagogic Competence at The Fifth Class of SDN Pademawu Barat I in Implementing The Lesson Plan?**

English teacher at the fifth class of SDN pademawu Barat I is good at implementing lesson plans in the classroom. The researcher observed the English teacher in the lesson plan with the learning material "*I Have A Fever*" part I and II.

In the steps in implementing the lesson plans on Saturday 6<sup>th</sup> and 13<sup>th</sup> November 2021, the teacher took the steps well. On Saturday 6<sup>th</sup> November 2021 The teacher greeted the students and then the students answer the greeting. Then the teacher provided a stimulus related to the learning objectives. Then in the core activity, the teacher asked the students to turn to page 35 and listened to the song. The teacher did not bring the audio containing the song. Therefore, as an alternative the

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<sup>7</sup> Musfah, *Peningkatan Kompetensi Guru*, 31.

teacher sang by herself "*Head, Shoulders, Knees and Toes*" and the students followed. Next, the teacher asked the students to match the pictures of the body parts on page 36. After that, the teacher checked the students' understanding. Then the final activity, students and teacher sang together again, then the teacher closed the lesson that day. So that the English teacher follows the learning steps well.

On Saturday 13<sup>th</sup> November 2021 at the beginning of the activity the teacher greeted the students and asked the condition of the students, and the teacher reviewed the lesson in the previous activity. Then move to the core activity, the teacher started the lesson part II on page 39 by mentioning the condition of the body that is sick, and the students are asked to repeat it. Next, the teacher asked students to do the exercises on page 41. In this core activity, the teacher usually applied learning activities in the form of dialogues that students must listen to through audio. Unfortunately, the teacher did not bring the audio, so it was continued with the final activity, namely the teacher asked and answered questions with students about the lesson that had been delivered earlier. And the teacher closed with hamdalah together. English teacher implemented learning steps "*I Have a Fever*" part II well. Even though there was one activity that can not be fulfilled in the core activity.

In implementing the lesson plans, it can be seen that the English teacher's at the fifth class of SDN Pademawu Barat I carry out according to the steps contained in the lesson plan. However, the teacher missed some activities because of the condition of teacher and students at that

time. Actually, lesson plans are just a teacher's plan in teaching activities in class. Whether it is implemented or not depends on the class conditions faced at that time.

Based on the data above, the English teacher's pedagogic competence in implementing lesson plans is good. It is in line with the statement of Ministerial Regulation RI National education No. 16 of 2007 concerning Qualification Standards of Academic and pedagogic competence. The statement said that "Mastering learning theory and educational principles of learning."<sup>8</sup> English teacher understand various learning theories and educational learning principles related to English lesson. And also she can apply various approach, strategies, methods, and learning techniques that educate creatively.

### **3. How is The Good English Teacher's Pedagogic Competence at The Fifth Class of SDN Pademawu Barat I in Taking The Evaluation.**

In the evaluation, the English teacher at the fifth class of SDN Pademawu Barat I give evaluations based on the student handbook. Teacher does not provide any other evaluation, other than the evaluation provided by the students handbook. Considering that, English lesson are extracurricular lessons, the teacher does not make question grids and question banks.

From the explanation above, it can be concluded that English teacher's pedagogic competence at the fifth class of SDN Pademawu Barat I is not good at carrying out evaluations. It is in line with the

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<sup>8</sup> Ibid.,



statement of Ministerial Regulation RI National education No. 16 of 2007 concerning Qualification Standards of Academic and pedagogic competence. The statement said that "organize assessment and evaluation of learning processes and outcome."<sup>9</sup> English teacher does not understand the principles of assessment and evaluation of the process and learning outcomes according to the characteristics. And also she does not develop assessment instruments and evaluation of learning processes and outcomes.

A good pedagogical competence means that the teachers know the students' characteristics, they can develop a curriculum, and creating a good atmosphere, they have feedback from students, and also they give an evaluation.<sup>10</sup> The English teacher's at the fifth class of SDN Pademawu Barat I can be said she include the teacher with good pedagogical competence because she can apply the curriculum well. Although, there are some points of the curriculum 2013 by Kemendikbud that are not implemented in making lesson plans. She implements the learning steps according to the lesson plans well. Also, she is quite good at conducting evaluations even though the evaluation does not meet of a good evaluation.

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<sup>9</sup> Ibid.,

<sup>10</sup> Faidal and Nur, "The Teacher's Pedagogic Competence in Teaching English through Online and Offline Setting," 51.