



**THE CLASSROOM PERFORMANCE OF ENGLISH
TEACHERS WITH DIFFERENT UKG (TEACHER
COMPETENCE TEST) ACHIEVEMENT LEVELS AS
REPRESENTATION OF THEIR PROFESSIONAL AND
PEDAGOGIC COMPETENCE**

THESIS

**Submitted in Partial Fulfillment of the Requirements
For the Master Degree in English Language Education**

by

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This thesis entitled "THE CLASSROOM PERFORMANCE OF ENGLISH TEACHERS WITH DIFFERENT UKG (TEACHER COMPETENCE TEST) ACHIEVEMENT LEVELS AS REPRESENTATION OF THEIR PROFESSIONAL AND PEDAGOGIC COMPETENCE" by

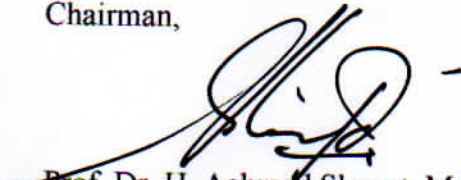
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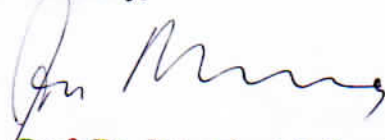
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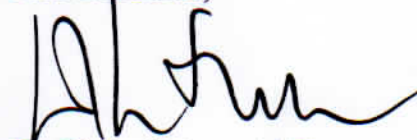
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MOTTO AND DEDICATION

MOTTO

“The improvement of teacher competence performed in classroom by means improving knowledge, skill, and attitude are crucial because teacher competence is one of the factors determine quality of education”

DEDICATION

This thesis is dedicated to SMP Muhammadiyah 3 Bandung and Pascasarjana Universitas Negeri Semarang

ABSTRACT

Aisyah, Iis Siti. 2019. "The Classroom performance of English Teachers with Different UKG (Teacher Competence Test) Achievement Levels as Representation of Their Professional and Pedagogic Competence". *Thesis*. English Language Education Program. Graduate Program. Universitas Negeri Semarang. First Advisor: Dr. Issy Yuliasri, M.Pd. Second Advisor: Prof. Dr. Warsono, MA, Dip. TEFL

Keywords: UKG Achievement Levels, Professional Competence, Pedagogic Competence

Professional and pedagogic competence are the basic aspects for effective teaching and learning to take place in classrooms. They are dealing with the quality of teaching-learning process. However, the average score of UKG (Teacher Competence Test) in Indonesia did not achieve standard expected target. This mixed-methods study is aimed to reveal professional and pedagogic competence of English teachers with different UKG achievement levels.

Quantitative method was employed in the first phase through student questionnaire to investigate English teachers' professional and pedagogic competence performed in classrooms based on their students' perception. 14 classes' students of six junior high schools in Bandung, West Java, were chosen as participants. The total number of students was 474 with 14 English teachers as subjects of the study.

In the second phase, this study employed a descriptive qualitative method through classrooms observation and documentation to reveal how English teachers with different UKG achievement levels performed their competence in classrooms. Five teachers out of the 14 teachers under study were chosen as participants.

The finding reveals that based on students' perception, professional and pedagogic competence demonstrated by English teachers in classrooms do not fully reflect their UKG achievement levels. In some aspects, the teachers with lower UKG achievement are not perceived worse than those with higher UKG achievement. This finding is in line with the finding based on classroom performance of the five English teachers' under study. In some parts of lessons, the lower achievers could even perform better than the higher.

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Semarang, March 2019

Iis Siti Aisyah

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CHAPTER I

INTRODUCTION

This chapter discusses several aspects regarding background of the study, reason for choosing the topic, research problems, objectives of the study, significance of the study, and scope of the study.

1.1 Background of the Study

Teaching English as foreign language is not an easy task. According to Richards (2011), not everyone who speaks English can teach English language. English language teaching is seen a career in a field of educational specialization. This profession requires a specialized knowledge base obtained not only through academic study but also practical experience (Richards, 2011). Moreover, English teachers have more burdens because the curriculum not only emphasizes on the mastery of linguistics competence but also communicative competence in written and oral skill. It is supported by Agustien (2014) who contends that the main purpose of language learning is to develop the ability to communicate (Communicative Competencies /CC) and discourse competence is the core of the ability to communicate.

The statement contended by Agustien above also prescribed in Indonesia department of education regulation that communication in English is intended to understand and express information, thought, feeling, and develop science, technology, and culture by using the language. The ability to communicate in a

full understanding is the ability of discourse (Depdiknas, 2003:14). Furthermore Celce-Murcia, et al. (1995) in Agustien (2014) explains that the ability of discourse is "choice, sequence, word order, structure, and text of speech to achieve coherent oral and written texts". From the statements above, it can be concluded that teaching English is not only about transferring knowledge to students in the classrooms. English teachers need to conduct effective and efficient learning therefore their students can gain good communicative competences.

In order to make students learn effectively and efficiently, a teacher has to perform a large number of activities inside and outside the classroom. The teacher is expected to possess a certain amount of knowledge, certain attitudes, and skills (Kizilaslan, 2011). Simply put, this profession does not only require English speaking skill but also teaching competences. According to Selvi (2010), teaching competence is defined as a set of knowledge, skills, and behaviors a teacher or lecturer must have, so that teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices.

Teacher competence is one of the factors determine the quality of learning and the quality of students, which in turns, determines the quality of education. It is supported by Darling-Hammond who states that the quality of education improvement relies heavily on the quality and competency of a teacher (Darling-Hammond, 2009). With respect to the quality of education development, Indonesian government has established some regulations to support improvement of teachers' quality. In 2003, Indonesian government issued the

Regulation Number 20 on National System of Education and followed by Regulation Number 14, 2005 about Teachers and Lectures. Based on the regulation about Teachers and Lecturers, teaching as profession entails that the job can only be handled or be done efficiently by a person who holds academic qualification, who has competences, and who holds a teaching license based on the prescribed requirements for a certain level of education (explanation of article 2, regulation No.14, 2005a). Furthermore this regulation also stipulates that the academic qualification of teachers shall be a four year college degree.

In 2005, Indonesian Government launched regulation about national standard competences of teaching profession including personal, social, professional, and pedagogic competences (Ministry of National Education Regulation No.10, 2005a). The core components of these four standard competences were then revised in 2007 (Regulation Number 16, 2007a). In the same year, the government has also organized a teacher certification program to improve teachers' professionalism at all education levels (Ministry of National Education, 2007b). Government also makes curriculum reform in every level of education. These efforts are due to the important of education for this country.

Ministry of Education and Culture of Indonesia has also done Uji Kompetensi Guru (UKG) or Teacher Competence Test since 2012 aimed to map the competence of teachers across the country only for two areas namely pedagogic and professional. This test is one of requirements for achieving a certificate of being professional teachers.

The most recent test is 2015 UKG commenced on November 9 and run until November 29. The test is attended by 3,015,315 officially registered Indonesian teachers. Only 38 regencies and cities hold the test offline, while 532 regencies and cities conduct the test online. The national average results of 2015 UKG to the second field of competence is 53.02, if it were broken again for the results of UKG for pedagogic competence field alone, the national average is only 48.94, which is below the minimum competence standards (SKM), is 55.00. Although the standard expected target of 55.00 was not achieved, the figure rose from the average score of the 2012 UKG of only 47.00 (<http://www.thejakartapost>).

Based on the explanation above, the questions then come up are: does the English teachers' achievement of UKG represent their both professional and pedagogic competences in classroom performance? Does good achievement mean good way in teaching? or does poor achievement means poor way in teaching? In trying to answer these questions, this study analyzes classrooms performance of English teachers with different achievement levels of UKG as representation of their professional and pedagogic competence based on two points of view. They are based on students' perception and teachers' classroom performance.

1.2 Reason for Choosing the Topic

The topic "The Classroom performance of English Teachers with Different UKG (Teacher Competence Test) Achievement Levels as

representation of their Professional and Pedagogic Competence” is chosen because of several reasons. They are as follow.

Firstly, professional competence and pedagogic competence are the basic aspects for effective teaching and learning to take place in the classroom. They are dealing with the quality of teaching–learning process. As a matter of fact, the average score of teachers’ achievement of UKG in Indonesia is below minimum competence standard. It indicates the lack of their comprehension of pedagogic competence and professional competence (<http://www.thejakartapost>).

Secondly, the debate over the relation between theory and practice has been with us ever since. Therefore, I was interested in investigating whether the achievement of UKG represents their teaching skill. The teaching skill means teacher’s ability to incorporate pedagogic content knowledge in classroom performance (Richards, 2011).

Thirdly, many studies have been conducted in investigating teachers’ competence and their performance, but the present study is different because it analyses the classroom performance of English teachers with different UKG (Teacher Competence Test) achievement levels.

1.3 Research Problems

The problem of the present study is broken down into following research questions.

1. How is the classroom performance of English teachers with different UKG achievement levels in representing their professional competence based on students' perception?
2. How is the classroom performance of English teachers with different UKG achievement levels in representing their pedagogic competence based on students' perception?
3. How is the classroom performance of English teachers with different UKG achievement levels in representing their professional competence?
4. How is the classroom performance of English teachers with different UKG achievement levels in representing their pedagogic competence?

1.4 Objectives of the Study

Based on the problems mentioned above, the objectives of the present study are as follow.

1. To analyze students' perceptions in order to explain classroom performance of English teachers with different UKG achievement levels as representation of their professional competence.
2. To analyze students' perceptions in order to explain classroom performance of English teachers with different UKG achievement levels as representation of their pedagogic competence.
3. To analyze classroom performance of English teachers with different UKG achievement levels in order to explain their professional competence represented in classrooms.

4. To analyze classroom performance of English teachers with different UKG achievement levels in order to explain their pedagogic competence represented in classroom.

1.5 Significance of the Study

The findings of the study hopefully can contribute some benefits for theoretical, pedagogic, and practical implications. Classroom performance of English teachers with different UKG achievement levels as representation of their professional competence is explained so that theoretically it can provide useful information in the real condition about the English teachers classroom practice in reflecting their pedagogic competence; pedagogically it would provide information by finding the problems and be beneficial for teachers in developing teachers' professional competences implemented in their classroom performance; practically this study can give significant data to help government to find out effective strategies in improving teachers' professional competence by knowing the problem.

Classroom performance of English teachers with different UKG achievement levels as representation of their pedagogic competence is explained therefore theoretically it can support beneficial information about the real condition of the English teachers classroom practice in reflecting their pedagogic competence; pedagogically this study would provide information by finding the problems and be beneficial for teachers in developing teachers' pedagogic competence implemented in their classrooms; practically by knowing the

problems, this study can give significant data to help government to find out effective strategies in improving teachers' pedagogic competence

English teachers professional competence represented in classrooms is explained so that theoretically it can open more new further researches related to teachers classroom performance as representation of their professional competence by extended them to other level; pedagogically this study hopefully can raise the English teacher's awareness in improving their professional competence represented in classrooms; practically it can contribute to teachers' comprehensive understanding of professional competence.

English teachers pedagogic competence represented in classrooms is explained therefore theoretically it can support theories about pedagogic competence; pedagogically this study hopefully can raise the English teacher's awareness in improving their classroom performance in term of pedagogic; practically it can contribute to teachers' comprehensive understanding of professional competence implemented in classrooms.

1.6 Scope of the Study

The scope of the study is limited only to analyze students' perceptions of English teachers' classroom performance as representation of their professional and pedagogic competences and to explore how English teachers with different UKG achievement levels perform their competence in terms of professional and pedagogic.

In this study, a number of key terms are defined for the purpose of meaning clarity and common understanding, as follows:

In the domain of teacher as profession, competence is defined as the combination of knowledge, skills, attitudes, values, and personal characteristics empowering the teacher to act professionally and appropriately in a situation, deploying them in a coherent way (Koster & Dengerink, 2008 in Caena, 2011). In Indonesian context, regulation Number 14 year 2005 about Teachers and Lectures, article 10 defines competence as “a set of knowledge, skill, and attitudes a teacher must have and master to perform his/her professional task.”

Professional competence is defined as a competence in mastering the subject matter broadly and deeply (Regulation Number 14 year 2005 about Teachers and Lectures). Since professional competence prescribed in this regulation covers five core components, therefore professional competence in this study means as teacher competence in mastering the five core components broadly and deeply. They are: 1) demonstrating mastery of subject matter, 2) demonstrating understanding of competence standard and content standard of subject matter, 3) developing learning materials of the subject matter creatively, 4) developing continuous professional development by being reflective, 5) Using ICT for self-development (Regulation Number 16 year 2007 about Teacher Education Qualification and Competence Standards).

Pedagogic competence is the competence in managing students' learning (Regulation Number 14 year 2005 about Teachers and Lectures). In Indonesian context, this competence comprises ten core competences. Therefore in this

study, pedagogic competence refers to competence in ten issues, namely 1) understanding students' characteristics, 2) designing and implementing learning theories and effective teaching learning, 3) developing the curriculum related to subject matter, 4) implementing effective teaching and learning, 5) integrating ICT in teaching and learning process, 6) developing students' learning potential, 7) communicating effectively and appropriately with students, 8) Assessing students' learning, 9) using students' learning achievement to improve teaching and learning, 10) conducting to improve teaching reflective activities (Regulation Number 16 year 2007 about Teacher Education Qualification and Competence Standards).

Perception refers to a person's impression, opinion, or feeling about others or social process (Singh, 2015). Based on the concept of perception stated by Singh above, in this study, student's perception refers to student's impression, opinion, or feeling about his/her teacher professional and pedagogic competences performed in the classrooms.

UKG (Uji Kompetensi Guru) or teacher competence test is a test to assess the quality of teachers held by Ministry of Education and Culture of Indonesia. UKG is aimed at providing the evidence that a teacher has achieved a minimum standard of professional and pedagogical competence (Ministry of National Education and Culture, 2015). It is one of requirements on Indonesian teachers to be certified. UKG covers ten competence categories of both professional and pedagogic presented in 80 question items in form of multiple choices. The time allotted of UKG is 120 minutes. Professional competence contents cover

distinguishing text and non-text, modality in context, short functional text 1, description text , short functional text 2, narrative text, discussion text, news item, hortatory expositions, and critical text analysis. The contents of pedagogic competence cover students' characteristics, learning theories and learning principles, curriculum development, learning media and learning design, ICT in learning, learning models, effective communication, learning assessment, utilized assessment result, and learning reflection and class action research (Modul Guru Pembelajaran, 2016).

Teacher performance refers to the behavior of a teacher while teaching a class (Medley, 1982). In Medley's terms, the possession of knowledge and skills fall under the rubric of teacher competence. Meanwhile the use of knowledge and skills in classroom is referred to as teacher performance.

UKG achievement level is a level of teachers' UKG obtained scores. In this study the scores are converted into scale 1-100 and then classified into four levels from very poor to excellent (National Education Department, 2017). Level 1 is classified "poor" with score 1-50, level 2 is "fair" with score 51-70, level 3 is "good" with score 71-90, and level 4 is excellent with score 91-100. In this study the scores of the teachers under study falls in a range of 1 – 90 therefore they are classified into three levels. They are poor, fair, and good.

The outline of the thesis covers five chapters. Chapter I contains introduction including background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the report. In chapter

II, there are three major sections which briefly explore the review of previous studies and theoretical studies. This chapter also reveals theoretical framework of the study. Chapter III emphasizes on research methodology concerning method of investigation, participants of the study, role of the researcher, type of data, instruments of collecting data, procedure of collecting data, procedure of analyzing data, technique of reporting data, and triangulation. Chapter IV deals with results and discussion. It consists of two main sections, results and discussion of the study. Each of them is elaborated briefly through four subsections which cover the research questions. They are students' perceptions of professional competence performed in the classrooms by their English teachers with different UKG achievement levels; students' perceptions of pedagogic competence performed in the classrooms by their English teachers with different UKG achievement levels; English teachers with different UKG achievement levels performance of their professional competence in the classrooms; and English teachers with different UKG achievement levels performance of their pedagogic competence in the classrooms. The last chapter is Chapter V covering the conclusions of the results stated in chapter IV and followed by recommendations of the study.

CHAPTER II

LITERATURE REVIEW

This chapter discusses several issues. The first is review of previous studies focussing on constructing and developing reliable and valid instrument to measure teacher competence and performance, investigating the competence of teachers and their classroom practice in foreign academic circle, investigating teacher competence and teaching practice in Indonesian context, and many aspects of education affected by the level of teacher competences. The second is theoretical review related to concept of competence, teacher competences, teacher competences in Indonesian context, competence and performance, and teacher competence test in Indonesian context followed by the third issue, namely theoretical framework of the study.

2.1 Review of Previous Studies

The study of teacher competences has been done by several researchers both in foreign and domestic academic circles. The followings are previous studies related to the present study. They are classified into five categories.

The first category is studies focusing on constructing and developing reliable and valid instrument to measure teacher competence and performance (Pan, 2004; Grift & Wal, 2011; Guntuku & Meesala, 2012; Magno, 2013; [Medley](#), Coke, [Lorentz.](#), Soar, & [Spaulding](#), 2014; Alqiawi & Ezzeldin. 2015; Murcia, Torregrosa, Belando, & Pedreno, 2015; Muhammed, Valcke, &

Wever, 2016; Lan, Li, & Zeng, 2016; Großschedl, Mahler, & Harms, 2018; Otaya, Kartowagiran, & Retnawati, 2018).

The findings reveal that the instruments are valid and reliable to be deployed for the observation of both male and female teachers with varying degrees of teaching experience. They are useful for any further research on management teachers, for example, the relation between competency and student satisfaction levels, competency and career success of students, teacher's background and their competency and so on.

This previous studies are quite different with the present study. The purposes of the studies are to construct valid and reliable instruments to evaluate the quality of teacher competence and classrooms performance. Meanwhile the present study is aimed to investigate teacher classrooms performance in reflecting their professional and pedagogic competence through survey on students' perception and classroom observation.

Despite the difference as outlined about, the present study is related to the previous studies. Several teacher practice examples stated as indicators constructed in the previous studies are scrutinized with the aim to develop valid and reliable instrument items in the present study. I adopted and adapted several items of observational checklist constructed in previous study in order to fit the research situation due to the instruments in the present study mainly cover the competences performed by the teacher only in the classrooms.

The second category is studies that investigate the competence of teachers and their classroom practice in foreign academic circle (Silva, 2001; Tawalbeh & Ismail, 2004; Dalley-Trim, 2007; Chong, Chow, & Wong, 2008; Kizilastan, 2011; Yang, 2011; Ghazi, Shahzada, Shah, & Shauhib, 2013; Pizzaro, 2013; Krupchenko & Prilipko, 2015; Muhamed, Valcke, & Wever, 2016; Zhao & Zhang, 2016).

The previous studies have similarity and differences with the present study. All of them investigate teacher competence as the important aspect that must be possessed by a teacher. The present study analyzes the same object, namely, EFL classrooms practice and competence knowledge as the studies of Tawalbeh & Ismail (2014), Kizilastan (2011), Yang (2012), Pizzaro (2013) using observation. Meanwhile Dalley-Trim (2007) analyzes students' perception and observation in describing teachers' performance in classroom. The other studies analyze teachers' professional knowledge and skill using test items (Ghazi et al, 2013; Zhao & Zhang, 2016; Muhamed et al, 2016), questionnaire to reveal teachers' perception of their competence (Krupchenko & Prilipko, 2015 and Chong et al, 2008). Meanwhile Silva (2001) involved diagnostic testing of the Brazilian university Professors in their class work.

The findings of the studies above report that not all competences required by curriculum are demonstrated by EFL teachers (Chong et al, 2008; Kizilastan, 2011; Yang, 2011; Tawalbeh & Ismail, 2014; Zhao & Zhang, 2016). They rarely

or did not demonstrated competence related to instruction and assessment while teaching (Tawalbeh & Ismail, 2014). The other study uncovers that teachers had sufficient knowledge of their subject matter. However, their utmost weakness area is to make the subject matter applicable to the real world situation (Ghazi et al, 2013). Krupchenko & Prilopko (2015) found that the teacher demonstrate reluctance to leave their comfort zone, as well as commitment to the traditional aim in delivering language for specific purpose knowledge to students rather than helping them build professionally relevance foreign language skills. Muhamed et al (2016) reveal that pre-service teachers have a basic knowledge of the core competence, though a poor mastery level of these competences, warning that they may not be sufficiently ready-for-the-job. Silva (2001) uncovers that the universities professors need to obtain better pedagogic instruction and improve teaching practice. They felt that there were problems, at the priority importance and with several aspects such as infrastructure, pedagogic competence, university's administration, teaching organization, and students. Meanwhile the study of Dalley-Trim (2007) identifies effective and ineffective teachers' based on students perceptions and observations on teachers classrooms performance. The study reveals that effective teachers are regarded as effective classroom managers, knowledgeable, well inform the subject matter and the lesson they are teaching, and well prepared.

The third category is a group of studies investigate the teacher competence and teaching practice in Indonesian context (Yuwono & Haborn, 2010; Ahmad & Setyaningsih, 2012; Budianto, 2013; Husin, 2013; Syahrudin, Ernawati, Ede, 2013; Sikki, 2013; Yani, 2013; Mustafa, 2013; Rahman, 2014; Febriana & Faridi; 2016; Mutmainah & Faridi, 2017; Martika & Choiri, 2017).

The aspects of teacher competences analyzed in these studies and the present study have similarities and differences. The present study, the study of Ahmad & Setyaningsih (2012), Sikki et al (2013), Budianto (2013), Rahman (2014), Martika & Choiri (2017) are aimed to describe the same aspects, namely, teachers professional and pedagogic competence. Yuwono and Haborn (2010), Syahrudin et al (2013) and Husin (2013) focus on describing teachers competence in one aspect, namely, pedagogic. Mutmainah (2017) also investigates teachers classroom practices in one aspect of pedagogic, namely, assessing students. Yani (2013), Febriana and Faridi (2016) assess English teachers' fulfillment of four competences, namely, professional, pedagogic, social, and personal. Mustafa (2013) focuses on describing the differences of teachers' professional competence levels.

Various instruments were used in the previous study above. Ahmad & Setyaningsih, Sikki et al, Rahman, Husin, Mustafa, martika and Choiri used test items to explore teachers' competence knowledge. Teacher Interview was conducted by Syahrudin et al. Mutmainah & faridi Budianto, and Yani

conducted classroom observation, teacher interview, and documentation. These instruments are also used in the present study. Febriana & Faridi registered classroom observation, teacher interview, and questionnaire to gain the data based on students perception.

The findings reveal that teachers' professional competence of junior, senior, and vocational schools falls on the low level, although their pedagogic competence belongs to medium level. As a result professional competence must be improved and enhanced (Ahmad & Setyaningsih, 2012). On the other hand, Syahrudin et al (2013) uncover that secondary teachers' pedagogic competence has not been developed as it is expected. Accordingly, it is reported that teachers' creativity was limited by domination of the government interference. This finding is supported by Husin (2014). She found that the results of pedagogic competence test of elementary and secondary school teachers had not been satisfactory. These findings are supported by Yuwono and Haborn (2010) who state teachers need improvement in their fulfillment of the linguistic and pedagogic needs.

Furthermore, Sikki et al (2013) reveal that primary school teachers in South Sulawesi have poor level of professional and pedagogic competence. This is inline with the finding of Rahman's study (2014). Sikki et al also reveal some serious issues. From the 1.415 primary school English teachers, 51% teachers do not have English professional education background, only 21% teachers have

already attended English training, and 68% of them have English teaching experience less than five years. Martika and Choiri (2017) uncover that regular teachers' special education pedagogy competence level in elementary school is higher than in senior high school. Mutmainah and Faridi (2017) found that Junior high school English teachers need improvement in using more various assessment tools. Mustafa (2013), Budianto (2013), and Yani (2013) reveal that most teachers lack skills in managing classroom effectively. Thus, there are rooms for improvement for teachers especially in terms of classroom management and the utilization of learning resources. Meanwhile Febriana and faridi (2016) uncover that in terms of fulfillment of professional, pedagogic, social, and personal competence, the students perceived lower than the teachers' perceptions.

Based on the findings of all previous studies above, it can be concluded that both in domestic and foreign context, teachers' competences need improvement. These studies are reviewed due to the findings indicate the lack of teachers' comprehension of professional and pedagogic competence in Indonesia. It is supported by the fact that the average achievement results of 2015 UKG is below the minimum competence standard (<http://www.thejakartapost>). These facts, then build the theoretical framework of this study. Furthermore, several items of observational checklist constructed in the study of Tawalbeh and Ismail (2014) were adapted in the present study.

The fourth category is a group of studies concerning many aspects of education affected by the level of teacher competences. This group contains 14 previous studies as follow.

The studies of Myrberg and Rosén (2004), Tope (2012), and Kumar (2012), Sultan and Shafi (2014), Yusuf and Amali (2014) were conducted with the aim to investigate the influence of teachers competence on students' achievement and academic performance. The studies of Cubukcu (2010), Liakopuluou (2011), Kurniawan (2013), Rahman (2014), Hakim (2015), Nabila (2016), Nadeem (2017) focused on investigating teacher competence and their contribution to effectiveness, quality of learning, and the quality of education. Arista, Sutadji, & Elmunsyah (2016) investigated contribution of competence and teaching experience to the teacher's work motivation and performance. They also investigated its effect to the student learning outcome. Meanwhile Kunter, Klusmann, Baumert, and Richter (2013) deal with professional competence of teachers effects on teacher instructional quality and student development.

The studies show that teachers' competences have positive effect to teachers' work motivation and classrooms performance (Rahman, 2014; Yusuf & Amali, 2014; Hakim, 2015; Nabila, 2016). Professional competence effects on instructional quality, students' academic performance and achievement (Cubukcu, 2010; Tope, 2012; Kumar, 2013; Kunter et al, 2013; Sultan & Shafi, 2014; Arista, Sutadji, & Elmunsyah, 2016). It also contributes to teacher

effectiveness (Liakopuluou, 2011). However, Kunter et al (2013) state that teachers' general cognitive ability was unrelated to teachers' instructional behavior. It is supported by other study conducted by Myrberg and Rosén (2004). They uncover that Sweden third grade students in public and independent schools performed better in reading when they have certified teachers. Nevertheless teachers' sex, teaching experience, in-service training and co-operation with colleagues had no significant influence on students' achievement. This is not in line with the study conducted by Arista, Sutadji, & Elmunsyah (2016) who reveal that teaching experience has positive effect to teacher performance which in turn affects students' learning outcome. Nadeem (2011) finds that the performances of female teachers have positive relationship between external factors. They are teachers' poor socio-economic status, poor socio-economic condition of the area where school is situated, and undue political interference.

Based on the findings of all previous studies above, it can be concluded that both in domestic and foreign context, teachers' competences need improvement. The improvement is crucial due to the quality of teaching competences affects the quality of teachers' performance and also plays an important role in developing the quality of students.

The fifth category is a group of studies evaluating performance of exemplary English teachers of secondary schools (Purjayantin 2007; Sadik,

2007; Listiani, 2007; Anugerahwati, 2009; Anugerahwati and Saukah, 2010; Arifani and Saukah, 2013).

The findings reveal that all subjects have outstanding performance in reflecting their four competences (professional, pedagogic, social, and personal competences). Personal competence is the most influential in shaping them as professional and exemplary teachers (Anugerah, 2009; Anugerah & Syaumah, 2010). that the subjects had the following in common: they (1) built good communication with their students as a good model of EFL speakers; (2) explained materials through inductive and deductive ways; (3) provided assistance indirectly; (4) corrected students' errors indirectly; (5) checked students' understanding through questions; (6) provided language practice and involved students in all classroom activities (Arifani & Saukah, 2013). These findings are appropriate with the aspects of professional and pedagogical competence explored in the present study.

Although many studies have been conducted in investigating teachers' professional competence, pedagogic competence, and their performance, the present study is different because it investigates classrooms performance of English teachers with different teacher competence test achievement levels in reflecting their professional and pedagogic competences. This study focuses in investigating English teachers' competences represented in the classroom in terms of professional and pedagogic competences through their students'

perception. To enrich the data collected, this study also explores the competences of English teachers reflected in the classrooms through classroom observation check list. The data collected through teacher interview and documentation is used to triangulate others data collected.

2.2 Theoretical Review

This section explores the theoretical review related to concept of competence, teacher competences, teacher competences in Indonesian context, competence and performance, and teacher competence test in Indonesian context.

2.2.1 The Notion of Competence

Review of the literature on teacher qualification and professionalization reveals that terms such as “qualification,” “professionalism,” “expertise,” and “competence” are often imprecisely defined and that their use by different authors is inconsistent (Baumert & Kunter, 2013). Some conceptual differences between competence and competency also do exist in the literature, nonetheless, they are still being used interchangeably (Haigh et al., 2011 in Mohamed, Valcke, & Wever, 2016). In this study, I adhere using the term competence rather than competency.

Meanwhile, competence is generally conceptualized in almost every profession. Spencer and Spencer write that a competence is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Underlying characteristics means the competency is a fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situations and tasks. Causally related means a competence causes or predicts behavior and performance. Criterion referenced means that the competence actually predicts who does something well or poorly, as measured on a specific criterion or standard (Spencer & Spencer, 1993).

Gupta (1999) defines competences as “knowledge, skills, attitudes, values, motivation, and beliefs people need in order to be successful in a job. Gonzales and Wagenaar (2005) as cited in Caena (2011) define competence as something that can be demonstrated to a certain level of achievement along a continuum. Katana et al (2006) in Selvi (2010), state that competencies are the set of knowledge, skills, and experience necessary for future which manifest in activities. According to Rychen and Salganic (2003) as cited in Caena (2011), competence is the ability to meet complex demands by drawing on and mobilizing psychosocial resources in context – i.e. a complex action system encompassing knowledge (also tacit); cognitive and practical skill; attitudes such as motivation, value orientations, emotions.

In the domain of teacher as profession, competence is defined as the combination of knowledge, skills, attitudes, values, and personal characteristics empowering the teacher to act professionally and appropriately in a situation, deploying them in a coherent way (Koster & Dengerink, 2008 in Caena, 2011). Meanwhile, Tigelaar et al (2004) point out that competence is an integrated set of personal characteristics, knowledge, skills, and attitudes that are needed for effective performance in various teaching context.

Meanwhile In Indonesian context, Regulation Number 14 year 2005 about Teachers and Lectures, article 10 defines competence as “a set of knowledge, skill, and attitudes a teacher must have and master to perform his/her professional task”.

Based on the definitions of competence as outlined above, it can be concluded that competence consist of three main components, namely, knowledge, skills, and attitudes. In the domain of teacher as profession, knowledge refers to what a teacher knows. Skills refer to what a teacher does in the classroom and attitudes refer to which values a teacher basis teaching on. Through out this paper, I stick the term competence as defined in Regulation Number 14 year 2005 about Teachers and Lectures, article 10.

2.2.2. Teacher Competence

As general premise, it might be useful to distinguish between teaching competences and teacher competences. Teaching competences can be described as focused on the role of teacher in action in the classroom, therefore directly linked with the craft of teaching (Hagger & McIntyre, 2006 in Caena, 2010). Olivia and Henson (2001) as cited in Tawalbeh and Ismail (2014) identify twenty three essential teaching competences to all teachers and grouped around five major categories, namely, knowledge of basics, communication skills, technical skills, interpersonal skills, and administrative skills.

The concept of teacher competences is being taken into different account. In many countries, teacher competences are constituted at local levels, however, most competence profiles are being constantly revised to conform with the international competences that are exemplified by some of the top organizations in this domain such as OECD (2004, 2013), Tatto et al (2012), and Unesco (2015) as cited in Mohamed, Valcke, and Wefer (2016).

Brown (2001) reveals that in English language teaching, professional teacher should own four good language characteristics, namely, technical knowledge, pedagogical skills, interpersonal skill, and personal qualities.

Brown contends that technical knowledge covers six issues. They are as follow: understand the linguistic systems of English phonology, grammar, and discourse; comprehensively grasps basic principles of language learning and teaching; has fluent competence in speaking, writing, listening to, and reading

English; knows through experience what is like to learn a foreign language; understand the close connection between language and culture; keeps up with the field through regular reading and conference/workshop attendance.

Pedagogic Skill covers twelve aspects. They are: has well-thought-out, informed approach to language teaching; understands and uses a wide variety of techniques; efficiently designs and executes lesson plans; monitors lessons as they unfold and makes effective mid-lesson alteration; effectively perceives students' linguistic need; gives optimal feedback to students; stimulates interaction, cooperation, and teamwork in the classroom; uses appropriate principles of classroom management; uses effective, clear presentation skill, relatively adapt textbook material and other audio, visual, and mechanical aids; innovatively creates brand-new materials when needed; uses interactive, intrinsically motivating techniques to create affective tests (Brown, 2001).

Furthermore, Brown also contends that Interpersonal skill consists of six issues as follow: is aware of cross-culture differences and is sensitive to students' cultural traditions; enjoys people; shows enthusiasm; warmth; rapport; and appropriate humor; values the opinion and abilities of students; in patients in working with students of lesser ability; cooperates harmoniously and candidly with colleagues (fellow teachers); seek opportunities to share thoughts, ideas, and techniques with colleagues.

Meanwhile personal qualities consist of five aspects. They are as follow: is well organized, conscientious in meeting commitments, and dependable; is flexible when thing awry; maintains and inquisitive mind in trying out new ways of teaching; sets short-term goals for continued professional growth; maintains and exemplifies high ethical and moral standards (Brown, 2001).

In Serbia, different models of teacher competences are being taken into account and among them is a model for professionally competence teacher which includes three basic teacher competences. They are key, basic, and special (Marinkovic, Bjekic, & Zlatic, 2016). Marinkovic et al (2016) point out the key competences are those competences that are needed for performing any professional activity and they include: 1) information-communication competences; 2) social-working competences (ability of a person to make independent professional decisions, to combine his/her personal interest with the interests of a society); 3) language competences (capability for oral and written communication in different languages); 4) merits of an individual such as cultural competence (familiarity with national, European and world culture).

The next competence is basic competences. They are as follow: 1) it shows specificities of the teaching profession and include organizational competences (ability of a teacher to successfully organize educational activities of students); 2) Didactic competences (ability of a teacher to transfer knowledge to students in a way that will make them interested in the learning process); 3) pedagogical

thinking (reflexive ability of a teacher related to his/her own activities and the planned activities; 4) cognitive-creative competences (ability of a teacher to organize a process of learning with comprehension with students, to harmonize the goals of teaching with cognitive abilities of a student); 5) psychological competence (ability of a teacher to respect a unique personality of a student in the teaching process); 6) evaluative competences (ability of a teacher to objectively look upon students' achievements and the learning process, his/her own work, professional work of colleagues, positive and negative aspects in the system of education in its entirety); and 7) advisory competences, competence for a lifelong development of a teacher as a professional or ability of a teacher to develop professional skills, knowledge and competences during his/her entire career (Marinkovic, Bjekic, & Zlatic, 2016).

The last competence is special competences that represent the level of competences of teachers for the content of the subject they teach and for the research of their own practice, in order to create one's own style of teaching, in the function of better achievements of students (Marinkovic, Bjekic, and Zlatic, 2016).

Muhammed, Valcke, and Wefer (2016), in their study, built up a teacher competence framework with international perspective. They scrutinized existing frameworks of several countries from Far East through North America. Then, formed a list comprising of 11 international teacher competences as well as the

strategies presented in a recent OECD study. They are: 1) knowledge of curriculum and subject matter, 2) instructional planning and strategies, 3) effective use of teaching materials and technologies in facilitating students learning, 4) commitment to promoting the learning of all students, 5) managing students and learning environment, 6) knowledge of diverse students, including special needs, and how they learn, 7) adapt teaching to respond to the strengths and needs of all pupils, 8) effective collaboration with colleagues and partnering with parents, social services and the community, 9) professional growth and development, 10) willingness to try new ideas and strategies, and 11) exercising personal integrity and legal responsibility.

Selvi (2010) argues that the concept of teachers' competence is mostly discussed in very narrow dimensions such as teachers' planning, implementation, assessment of the curriculum, standards for the curriculum or the school. These are related to teachers' teaching duties in the school. In this respect, Selvi (2010) discusses teacher competencies in many dimensions. They are: a) Field competences, b) Research competencies, c) Curriculum competencies, d) Lifelong learning competences, e) Social-cultural competences, f) Emotional competences, g) Communication competences, h) Information and communication technologies (ICT) competences, and i) Environmental competencies.

Selvi (2010) also argues that the framework of teachers' competencies outlined above is not sufficient and it must be improved by further studies depending on the development in all of areas of human life.

2.2.3 Teacher Competences in Indonesian Context

In Indonesian context, Regulation Number 14 year 2005 about Teachers and Lectures, article 10 defines competence as “a set of knowledge, skill, and attitudes a teacher must have, fully comprehend and master to perform his/her professional task”. Indonesian Ministry of National Education, 2007a develops four core competences of Teacher competence standards. They are pedagogic, personal, social, and professional competence acquired through professional education. This conception of teacher competences, to some extent, is in line with the conception stated by Brown (2001), namely, teacher knowledge of subject matters, knowledge of pedagogy, personal competence, and interpersonal/social competence.

Furthermore, this regulation also defines that pedagogic competence is the competence in managing students' learning. Personal competence includes having good and steady personal characteristics. Professional competence is a competence in mastering the subject matter broadly and deeply. Whereas social competence means competence in communicating and interacting effectively and efficiently with learners, colleagues/fellow teachers, parents/guardians, and

community (Regulation of Minister of National Education Number 16/2007 about Teacher Academic Qualification and Competence Standard).

Pedagogic competence comprises ten aspects. They are mastering students' characteristics; mastering learning theories and learning principles; developing the curriculum related to subject matter; implementing effective teaching and learning; integrating ICT in teaching and learning process, developing students' learning potential; Communicating effectively and appropriately with students, assessing students' learning; using students' learning achievement to improve teaching and learning; conducting reflective activities to improve teaching(Regulation of Minister of National Education Number 16/2007 about Teacher Academic Qualification and Competence Standard).

Personal competence comprises four aspects, namely, demonstrating good attitudes in line with religion, Indonesian regulation, social and culture; demonstrating honest personality, good attitudes and model to the students and society; and demonstrating good personality, stability, maturity, wisdom, and authority, demonstrating work ethos, responsibility, pride of(Regulation of Minister of National Education Number 16/2007 about Teacher Academic Qualification and Competence Standard).

Social competence has four aspects including being inclusive, objective, not discriminative; communicating effectively with colleagues, parents, and

society; being adaptable to all Indonesian region; and communicating with teacher community and other profession communities in oral, written, or other ways (Regulation of Minister of National Education Number 16/2007 about Teacher Academic Qualification and Competence Standard).

Professional competence covers five aspects. They are mastering the materials, structure, concept, and mind set of supporting knowledge; mastering competence standards and basic competences of the subject taught; developing learning materials creatively; developing sustainable professional development by being reflective; using ICT for self-development (Regulation of Minister of National Education Number 16/2007 about Teacher Academic Qualification and Competence Standard).

In this study, the aspects of professional and pedagogic competences and their indicators as prescribed on the Rule of Minister of National Education Number 16 Year 2007 are mainly used to measure the teachers' competences performed in the classrooms.

2.2.4 Competence and Performance

According to Baumert & Kunter (2006), the most important element of the education system is teachers. The quality of teachers is one of the factors determines the quality of learning and the quality of students, which in turn determine the quality of education. Their education and qualification can

therefore play a decisive role in optimizing educational processes (Cochran-Smith & Zeichner 2005; Darling-Hammond & Bransford 2005; Kennedy et al. 2008 cited in Baumert & Kunter, 2006).The quality of education improvement relies heavily on the quality and competency of a teacher (Darling-Hammond, 2010).

Theoretically stated, that competence relates to the performance. Teacher performance refers to the behavior of a teacher while teaching a class inside or outside the classroom (Medley, 1982). Medley defines teacher performance in terms of what the teacher does. Spencer and Spencer in 1993 stress that the relationship between competence and performance is very close and important, there is relevance and strong, accurate, even they (employees) if they want to improve their performance, it should have competence in accordance with job duties. In medley's terms (1982), the possession of knowledge and skills falls under the rubric of teacher competence. Meanwhile the use of knowledge and skills in the classroom is refereed to as teacher performance.

Empirical researches have shown that teacher's competences have positive effect to teacher's performance (Rahman, 2014; Hakim, 2015; & Nabila, 2016). Kunter et al (2013) report that professional competence of teacher effects on instructional quality, which in turn affected students' outcome. It is supported by other studies reported that teacher's competence also influence

students' academic performance and achievement (Cubukcu, 2010; Tope, 2012; Kumar, 2013; Sultan & Shafi, 2014).

Richards in 2011 contends that teaching is an act of teacher performance which is aimed to facilitate students' learning. With respect to teacher competence and performance, Richards points out that teacher knowledge, beliefs, and skill seem to be at the core of expert teacher competence and performance in language teaching. Furthermore, he also points out that the nature of competence and performance in language teaching is represented in ten core dimensions of knowledge, beliefs, and skills that language teachers make use of in their practice, namely 1) The language proficiency factor, 2) the role of content knowledge, 3) teaching skills, 4) contextual knowledge, 5) the language teacher's identity, 6) learner-focused teaching 7) pedagogical reasoning skill 8) theorizing from practice, 9) membership of a community of practice, 10) professionalism.

Some of the language proficiency factors as mentioned above are adopted and adapted as indicators in questionnaire and observation checklist used in this study. These instruments are administered to measure English teachers' professional competence performed in the classroom. These include the following specific competences: 1) to provide good language models, 2) to maintain use of the target language in the classroom, 3) to maintain fluent use of the target, 4) to give explanations and instructions in the target language, 5) to

provide examples of words and grammatical structures give accurate explanation, 6) to use appropriate classroom language, and 7) to monitor his her own speech and writing for accuracy.

2.2.5 Teacher Competence Test in Indonesian Context

Ministry of Education and Culture of Indonesia has done Teacher Competence Test or in Indonesian called Uji Kompetensi Guru (UKG) since 2012 aimed to map the competence of teachers across the country only for two areas namely pedagogic and professional. UKG is aimed at providing the evidence that a teacher has achieved a minimum standard of professional and pedagogical competence (Ministry of National Education and Culture Regulation, 2015). This test is one of requirements on Indonesian teachers to participate in Teacher Training Program with the aim to certify them.

The most recent test is 2015 UKG commenced on November and run until November. The test was attended by 3,015,315 officially registered Indonesian teachers. Only 38 regencies and cities held the test offline, while 532 regencies and cities conducted the test online. UKG covers ten competence categories of both professional and pedagogic presented in 80 question items in form of multiple choices. The time allotted of UKG is 120 minutes.

The contents of ten competence categories as outlined above are presented in table 1 below.

Table 1
UKG Competence Category Contents

Category	Competence Contents	
	Professional	Pedagogic
A	Distinguishing text and non text	Students' characteristics
B	Modality in context	Learning theories and learning principles
C	Short functional text 1	Curriculum development
D	Functional text: Description	Learning media and learning design
E	Short functional text 3	ICT in Learning
F	Learning narrative text	Learning models
G	Learning discussion text	Effective communication
H	Learning news item	Learning assessment
I	Learning hortatory expositions	Utilized assessment result
J	Critical text analysis	Learning reflection and class action research

(Source: Modul Guru Pembelajar. 2016)

The table above describes the contents or materials of ten competence category of UKG covering professional and pedagogic. These contents represent the aspects of competence prescribed on regulation of Minister of National Education number 16/2007 about teacher academic qualification and competence standard.











The national average results of 2015 UKG to the second field of competence is 53.02, if it were broken again for the results of UKG for pedagogic competence field alone, the national average is only 48.94, which is below the minimum competence standards (SKM), is 55.00 (<http://www.thejakartapost>). Although the standard expected target of 55.00 was not achieved, the figure rose from the average score of the 2012 UKG of only 47.00.

2.2.5.1 UKG Report Card

After participating UKG, every teacher would receive the 2015 UKG results in the form of report cards starting mid January 2016, in stages. This report card can be accessed on <https://paspor.simpkb.id>. The report is shown on the picture below.

Figure 1
UKG Report Card

SEBAGAI GURU

No.	Nama KM	Status	No.	Nama KM	Status
1	Bahasa Inggris KK-A	Tidak Memenuhi 	6	Bahasa Inggris KK-F	Memenuhi 
2	Bahasa Inggris KK-B	Tidak Memenuhi 	7	Bahasa Inggris KK-G	Tidak Memenuhi 
3	Bahasa Inggris KK-C	Memenuhi 	8	Bahasa Inggris KK-H	Tidak Memenuhi 
4	Bahasa Inggris KK-D	Tidak Memenuhi 	9	Bahasa Inggris KK-I	Memenuhi 
5	Bahasa Inggris KK-E	Memenuhi 	10	Bahasa Inggris KK-J	Tidak Memenuhi 

(<https://paspor.simpkb.id.>)

As shown on the report card above, the results are not represented in figures but covered in a report card contains 10 competence categories. They are Category A until Category J. If the score is below minimum competence standard (5.50) the card is red. On the other hand, if the score is the same with or above minimum competence standard, the card is black.

2.2.5.2 UKG Achievement Levels Used in the Study

In this study, the levels of teachers' UKG achievement are not classified based on the number of red or black cards they get as outlined above. The obtained scores are converted into scale 1-10 and then classified into four achievement levels from poor to excellent (National Education Department, 2017). Level 1 is classified "poor" with score 1-3, level 2 is "fair" with score 4-6, level 3 is "good" with score 7-8, and level 4 is excellent with score 9-10.

2.2.5.3 Teacher Training Methods Based on UKG Achievement

Following up the UKG results, Indonesian government has prepared three methods to improve the competence of teachers in accordance with their achievement. Table 2 below shows teacher training methods in accordance with the 2015 UKG achievement.

Table 2
Teacher Training Methods Based on the 2015 UKG Achievement.

Achievement	Training Method
8 – 10 red cards	Face to face
6 – 7 red cards	Combination method (online and face to face)
3 – 5 red cards	E- learning (on line)
1 – 2 red cards	None

(Source: Modul Guru Pembelajar, 2016)

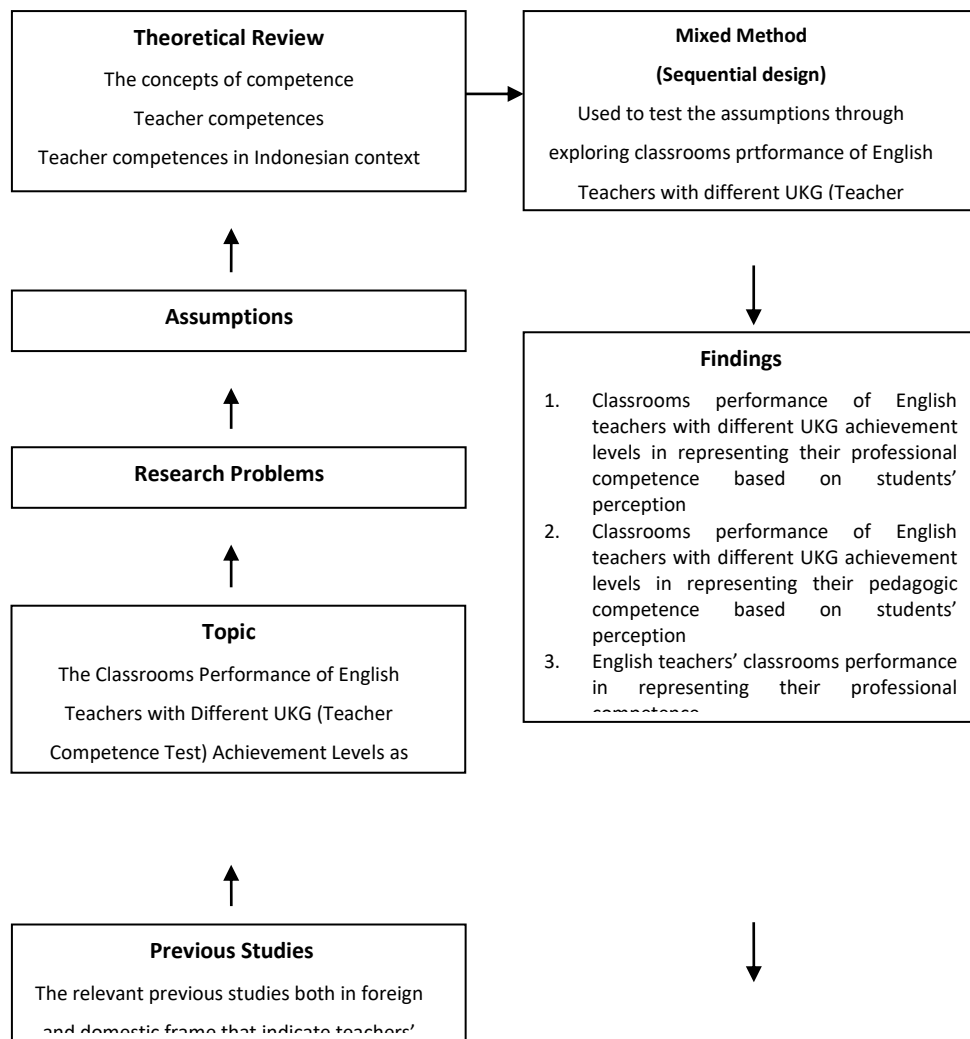
The table above shows teacher training methods in accordance with UKG achievement. Firstly, independent learning (E-learning) aimed to teachers with three to five red cards. In this E-learning, teachers learn independently online. Secondly, combination learning aimed to teachers with six and seven red cards. In this training, teachers are guided directly in group face-to-face and independent learning online. Thirdly, learning in class through group discussion aimed to teachers with more than six red cards. The teachers with one and two red cards do not have to join the training. Some of them are selected to join

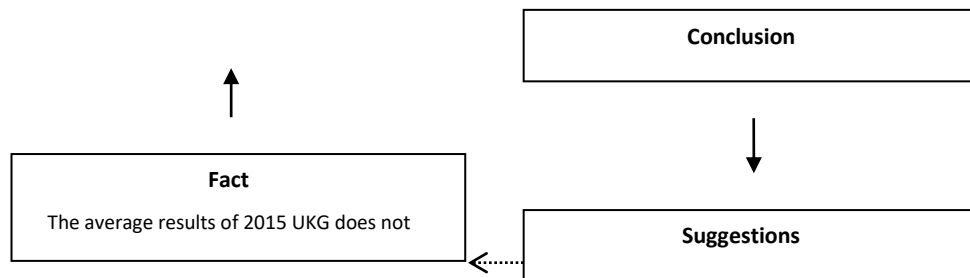
advance training to be teacher training instructors or mentors. The trainings are conducted in stages and commenced on last September 2016.

2.3 Theoretical Framework of the Study

The theoretical framework of this study is shown in figure 1 below.

Figure 2
Theoretical Framework of the Study





The theoretical framework of this study is underlined by the fact indicates the lack of teachers' comprehension of professional and pedagogic competences in Indonesia. The national average results of 2015 UKG for two areas (professional and pedagogic competences) is below the minimum competence standards (<http://www.thejakartapost>). This fact is supported by several previous studies both in domestic and international frame. In domestic frame, the findings reveal that English teachers' competences have not been developed as they were expected (Syahrudin et al, 2013; Husin, 2013; Sikki et al, 2013). Meanwhile in foreign frame, the results report that teachers' utmost weakness area is to make the subject matter applicable to the real world situation (Ghazi et al, 2013). Other studies uncover that not all competences required by curriculum are demonstrated by English teachers and English student teachers (Cubukcu, 2010; Kizilaslan, 2011; Tawalbeh & Ismail, 2014; Zhao & Zhang, 2016). Based on the findings above it can be concluded that teacher' competences need improvement.

Furthermore, empirical researches have shown that teacher's competences have positive effect to teacher performance and instructional quality (Kunter, 2013; Rahman, 2014; Hakim, 2015; Nabila, 2016) which in turn affected students' outcome (Kunter, 2013). It is supported by other studies reported that teacher's competences also influence students' academic performance and achievement (Cubukcu, 2010; Tope, 2012; Kumar, 2013; Sultan & Shafi, 2014). Based on the findings above it can be concluded that one of the factors determines quality of education is teachers' competence.

Based on the fact supported by previous studies as outlined above, I am interested in investigating whether the teachers' achievement of UKG represents their teaching skill. Therefore the title "The Classrooms Performance of English teacher with Different UKG (Teacher Competence Test) Achievement Levels as representation of Their Professional and Pedagogic Competence" is chosen in this study. The problem of this study is broken down into four research problems (see page 5).

Literature reviews are used to define and evaluate relevant concepts, theories, and models of different authors have proposed. Then, the concepts, theories, and models that fit to my study are chosen and applied. They are the concepts of competence, teacher competences, teacher competence in Indonesian context, competence and performance, theory of English teacher's proficiency, teacher competence test in Indonesian context, etc.

Mixed-methods design is used in this study to answer research problems through exploring English teachers' professional and pedagogic competences performed in the classrooms. The findings are reported and followed by conclusion then suggestions are set to overcome problems caused by the fact.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter portrays two issues covering the conclusion of the study and suggestions. Conclusion is built up on the basis of research analysis and its results. Then, the recommendations are addressed to those who involved in the Revised 2013 Curriculum implementation such as English teachers, institutions, policy makers, and those who are interested in conducting further research.

5.1 Conclusion

This study has investigated professional and pedagogic competence performed in the classrooms by junior high school English teachers with different UKG (teacher competence test) achievement levels. These competences are explored based on two aspects, namely, students' perception and teachers' classroom performance.

Based on students' perception, the major conclusion of the study is that, in some cases, professional and pedagogic competences performed by 14 English teachers in classrooms do not reflect their UKG achievement levels. In some aspects, teachers with lower UKG achievement are not perceived worse than those with higher UKG achievement. On the other hand, teachers with

higher UKG achievement level are not always perceived better. The study also found that in some aspects, their performance is not different significantly.

Based on teachers' classroom teaching performance, this study had used empirical findings to show that different UKG achievement levels of five English teachers under study were not reflected in their classroom teaching performance. In some parts of lesson, the lower achiever could even perform better than the higher achiever.

The findings, as a set of conclusions based on students' perception of their English teachers in representing their professional and pedagogic competence are drawn as follows.

Concerning professional competence, in performing the first component (of mastering the materials, structural, concept, and knowledge mindset of subject), group 1 contains the teachers with the lowest achievement level (with score 1-50), gets the lowest average (56.71). Meanwhile group 2 (with score 51-70) gets the highest average (62.42) than group 3 (with score 71 – 90) who falls in slightly lowest average than group 2 (62.14). Based on the data findings on this component, there are some important points to be emphasized here. Although the data reveals that all groups are perceived master teaching materials, they need improvement in using English in classrooms due to the less English used during the lesson including in giving explanations and instructions.

In performing the second component of professional competence (developing learning materials creatively in classrooms as perceived by students), all groups demonstrate good classroom practices in providing learning material creatively that meets the level of students' progress but still need improvement in using various learning resources creatively. Based on the percentages average of these two indicators, group 2 is the highest (70%), group 1 performed slightly better (61.5%) than group 3 (61%) although the difference is not significant.

Concerning students' perceptions of their teachers pedagogic performance, in the first component (performing mastering students' characteristics), the teachers of all groups failed to know their students' characteristics well; need improvement in calling students' by name (low level of 'good'); need improvement in identifying students' potential (low level of good); demonstrating good identifying student's learning difficulties. Based on the findings above, it is obvious that mastering students' characteristics appears as a big challenge to the perceived English teachers. In Indonesia, in order to be a certified teacher and able to receive teacher certification allowance, teachers are required to teach at least 24 periods in a week which last 40 minutes of each period. Since English language class of Junior High School is held 4 periods in a week, the English teachers must teach at least six classes with about 30-36 students in each class to fulfill the requirement. This condition becomes an obstacle in mastering the big number of students' characteristics.

Concerning the second component (performing mastering learning theories and learning principles), all groups need improvement in three indicators. They were applying student-center approach, making use of teaching methods creatively, and making use of various teaching technique creatively.

In developing curriculum related to subject matter (The third component), lesson topic was well-introduced by all groups. Nevertheless, all groups demonstrated the lack of awareness of the importance of clarifying students the learning objectives before the lesson begins. On the other hand they are perceived performed good classroom practice in evaluating whether the objectives have been achieved at the end of the lesson.

In accordance with the fourth component of pedagogic competence (implementing effective teaching and learning), it can be concluded that all groups are perceived well-implemented safe learning environment in the classrooms. They are also categorized 'very good' in managing effective teaching-learning time. Nevertheless, they need improvement in performing lesson material readiness and using various media. On the other hand, all groups are perceived good in performing taking a transactional decision in the learning of teaching appropriate with the evolving situation.

Concerning integrating ICT in teaching and learning process (the fifth component), all groups performed unsatisfying classroom practice in utilizing projector, gadget, and internet. The finding indicates the lack of ICT availability.

Consequently, in order to be optimized function, institutions of education should provide adequate access to ICT resources.

Regarding the sixth component (developing students' learning potential performed by the English teachers in the classrooms) as perceived by students, the findings indicate several points: all groups performed sufficient supporting students' self-confidence to interact and get involved in learning; they showed good classroom performance in encouraging students to do their utmost; all groups promoted students participation including passive students to get involved actively during the lesson; all groups still need improvement in providing students with activities to apply knowledge in the classroom and relating learning to real life because the scores fall in low ranges of good; they most of the time posed questions which encourage thinking.

In seventh component, namely, communicating effectively, emphatically, and mannerly all groups demonstrated outstanding classroom performance in ensuring relaxed atmosphere in the classroom (indicator 1). All groups are categorized 'good' in giving clear instructions and explanation to students (indicator 2) with score range 72 – 75. This finding indicates that overall, instructions and explanation could be understood by students. The teachers most of the times ensured that the lesson materials are clear by checking students' understanding (indicator 3). They were good in checking whether students have completed the task and have understood what they have to do (indicator 4) and

providing comprehensive review of most important lesson content and vocabulary item from time to time (indicator 5). They most of the time promoted mutual respect among students and teacher in behavior and language use (indicator 6).

With regard to the assessment (the eight component), feedback on students' performance including praises was provided sufficiently by all groups (indicator 1). Group 3 performed the best classroom practice of all since it is categorized 'very good'. Meanwhile the other groups are categorized 'good'. In using varied assessment tools for students' learning and progress (indicator 2), all groups performed 'good' classroom practice with score range 68 – 71. This finding indicates that students' learning and progress were often assessed by various tools. In keeping accurate records of students' learning and progress according to the intended learning objectives (indicator 3), the students perceive that all teachers have good performance with score range 54 - 58. Nevertheless, they are considered need improvement because the scores fall in low level of good. In providing self-assessment and peer-assessment (indicator 4), group 1 and group 2 are perceived failed to demonstrate good performance since they fall in level 'poor' (48 and 50). Meanwhile group 3 is considered almost poor because it falls in low range of 'good' with score 51. It indicates that all groups provided their students the lack opportunities of self-assessment and peer-assessment. In giving remedial test to the students who do not achieve minimum

standard criteria (indicator 5), all groups performed ‘good’ classroom practice with score range 69 -73. This finding suggests that remedial test was often provided by all groups. Unfortunately, with respect to indicator 6 (giving enrichment to the students who have achieved good progress), the teachers showed “poor” and “very poor” performance with score 20 – 30. It means they failed to give their students sufficient enrichment.

Conclusion of professional competence reflected in classrooms by English teachers is drawn as follow.

The results of the first component (mastering the materials, structural, concept, and knowledge mindset of subject matter) reveal that all teachers under observation succeeded in mastering teaching materials (Indicator 1) and providing examples of English words and grammatical structures (Indicator 5). Nevertheless, in several indicators, namely, maintaining use and fluent of English (Indicator 2 and 3), giving explanation and instructions in English (Indicator 4), and maintaining English environment (Indicator 7), T1, T9, and T12 still need improvement since they are categorized ‘poor’. Meanwhile T6 is successful since she is categorized ‘very good’ and T11 are categorized ‘good’. Concerning indicator 6 (monitoring his/her own speech and writing for accuracy, T1 and T9 still need improvement. Meanwhile T6, T11, and T13 showed ‘good’ classroom performance

Concerning the second component, namely developing learning materials (the second component), all teachers under observation provided sufficient learning materials creatively (Indicator1). T1, T6, and T9 provided sufficient various learning resources as well (Indicator 2). Meanwhile T11 and T12 need improvement in indicator 2.

Regarding teachers classroom performance in representing their pedagogic competence is concluded as follow. In mastering students' characteristics (the first component), all teachers knew students' characteristics well (indicator 1). Calling students' by their name (indicator2) was well-performed by T1, T6, and T11. Meanwhile T9 and T12 performed 'very good' classroom practice. Concerning indicator 3(identifying students' potential), all teachers performed good classroom performance. It means students' potential were well-identified. This finding indicates that students' strength and weakness are well-explored. In identifying students' background knowledge (indicator 4)), the finding reveals that all teachers showed 'good' classroom performance. In identifying students' learning difficulties, the finding reveals that T1, T9, and T12 performed 'very good' classroom practice. Meanwhile T6 and T11 showed 'good' performance.

Concerning teachers' performance in the second component (mastering learning theories and learning principals), T6 and T11 succeeded in applying various approaches and strategies of learning creativity (Indicator 1) but T1, T9, and T12 still need improvement. In making use of teaching methods creatively

that activate students (Indicator 2) T1, T12 showed 'poor' classroom performance. T9 showed 'good' performance. Meanwhile T6 and T11 performed 'very good' classroom practice. In making use of various techniques creatively to make learning materials clear and interesting (Indicator 3), T1 and T12 need improvement, T6 and T11 are successful. Meanwhile T9 is classified 'good'.

. In developing curriculum related to subject matter (the third component), lesson topic was well introduced by all teachers (indicator 1). However concerning indicator 2, T9 and T12 failed to clarified lesson objectives, T1 performed 'good' classroom practice, and T6 and T11 were successful. All teachers performed outstanding classroom performance in checking whether objectives have been achieved (Indicator 3).

In implementing effective teaching and learning in the classrooms (the fourth component), all teachers are outstanding in creating learning environment that ensure standard safety (Indicator 1), managing effective learning time (Indicator 2), and preparing the ready-used lesson material (Indicator 3). Nevertheless, T1 need improvement in using various media (Indicator 4). T6, T9, T11 are categorized 'very good' and T12 is categorized 'good'. All of them did not perform taking a transactional decision in the learning of teaching appropriate with the evolving situation (Indicator 5).

Concerning integrating ICT in classroom (the fifth component), T1 need improvement, T6 and T9 are classified 'very good'. Meanwhile T11 and T12 failed to integrate it. Gadget such as mobile phone was seldom used by T2, T9, and T12. T6 performed 'good' classroom practice and T11 failed to perform it.

In the seventh component, namely, communicating effectively, empathically' and mannerly, all teachers succeeded in performing relaxed atmosphere in class, giving clear instructions and explanation to students, checking students' understanding, checking students' assignment completion, and maintaining rapport. They also performed good classroom practice in providing comprehensive review of most important lesson content and vocabulary items time to time.

In assessing students' learning (the eight components), T1, T6, and T11 showed 'good' classroom performance in providing feedback. Meanwhile T9 and T12 showed 'very good' performance. T9 and T12 showed 'very good' performance in using the most various assessment tools. Meanwhile the others are categorized 'good'. T1, T6, and T11 showed 'good' classroom performance in recording students' learning and progress. Meanwhile T9 and T12 showed 'very good' classroom performance. Unfortunately, the finding reveals that in giving self-assessment and peer-assessment. T1, T6, and T11 are categorized 'very poor'. It means they rarely used self-assessment and peer-assessment to assess students' attitude. Meanwhile T9 and T12 showed 'poor' performance. T1

and T9 performed 'good' performance. Meanwhile T6, T11, and T12 did not demonstrate these assessments. Enrichment was failed to be demonstrated by all teachers during observation.

5.2 Recommendations

Based on the conclusions presented above, several items are recommended in this section concerning professional and pedagogic competences performed in the classrooms by English teachers. The recommendations are addressed particularly to English teachers, institution, government, and other researchers who are interested in this field.

This study reveals that English teachers' classroom performance in representing their competences in terms of professional and pedagogic need improvement. Due to the quality of teaching competence affects the quality of teacher's performance and also play an important role in developing the quality of students, the improvement of teachers' competence by means improving knowledge, skill, and attitude are crucial. It is recommended that teachers should be creative in improving their skill. Being a creative teacher can be done through several steps as follow.

The first step is become a knowledgeable teacher. Today it is easier than ever before to learn about teaching. There are a lot of books, training courses, free online courses, online resources, and university program that can help us

develop as a teacher. The second step is connecting with other teachers. It is important to connect with inspiring teachers, big-name teachers, and writers in your field by following on face book, twitter, talks and workshops live or online. The third step is become a collector of teaching ideas and tries them up. Learn from your success and your mistakes and try to make this a regular part of teaching. The fourth step is practicing your creativity. Just an athlete maintains their ability through continual training. Our brains also benefit from regular exercise. The last step is sharing and reflecting your learning.

It is recommended that institutions support the teachers in being more competent by providing opportunities in updating their professional and pedagogic in terms of knowledge and skill. It can be applied through conference, seminar, and workshops which are conducted regularly.

Given the fact that ICT was not well integrated by teachers under observation due to the lack of this facility availability, it is also recommended that institutions support their teachers by providing sufficient ICT tools for the sake of teaching learning efficiency and effectiveness.

This study also reveals that teachers under observation performed good classroom practice in mastering subject matter. Nevertheless English was less used in classrooms due to the lack of their English proficiency. It is also recommended that the teacher training conducted to follow up their UKG achievement should be aimed not only to help teachers gain better UKG but also

to improve their teaching skill including English proficiency, applying various student-center teaching techniques, applying assessment, etc to be implemented in classroom.

This study is not being generalisable to other setting. Only five out of 14 English teachers under study were observed. Further studies concerning the actual competence and performance of more English teachers in their real classroom life are important to conduct.

In relation with teacher professional competence, the study reveals the lack of teachers' English proficiency especially in spoken. Consequently, English is less used in classrooms. In terms of teacher pedagogic competence, this study reveals that lesson objective was not clarified at the start of the lesson. Teachers – center approach still applied by some teachers. ICT was not well-integrated in most classrooms. These facts are gained based on students' perception supported by classrooms observation. Therefore more researches on teacher competence should be conducted and implemented, especially for the performance indicators that had been found to be neglected by the teachers under study.

The scale of this study was therefore small and bounded. Therefore, there is need for more studies at the local, provincial, and national levels to allow further assessment of teacher competence of the subjects. Exploring the

aforementioned aspects as a future research can facilitate the attainment of the objectives of national education in our country. All of these warrant further investigation.

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APPENDICES

Components of Competence Explored and Indicators Used in the Study

PROFESSIONAL COMPETENCE	
COMPONENTS	INDICATORS
Taken from the professional core competences in Rule of Minister of National Education Number 16/ 2007	Taken and modified from Richards, (2011) and professional indicators in Rule of Minister of National Education Number 16/ 2007
1. Mastering the materials, structural, concept, and knowledge mindset of subject matter	7. Mastering teaching materials 8. Maintaining use of English in the classroom 9. Maintaining fluent use of English in the classroom 10. Giving explanations and instructions in English 11. Providing examples of English words and grammatical structures accurate explanation 12. Monitoring his/her own speech and writing for accuracy 13. Maintaining good English environment in the classroom
2. Developing learning materials creatively	14. Providing learning material creatively that meet the level of students' progress 15. Using various learning resources creatively
PEDAGOGIC COMPETENCE	
COMPONENTS	INDICATORS
Taken from the pedagogic core competences in Rule of Minister of National Education Number 16/ 2007)	Taken and modified from pedagogic indicators in Rule of Minister of National Education Number 16/ 2007; Grift and Wal (2011); Tawalbeh and Ismail (2014)
1. Mastering students' characteristic	16. Knowing students' characteristics 17. Calling students with their name 18. Identifying students' potential 19. Identifying students' background knowledge 20. Identifying students' learning difficulties
2. Mastering learning theories and learning principles	21. Applying various approaches and strategies of learning creatively 22. Making use of teaching methods creatively that activate students 23. Making use of various techniques creatively to make learning materials clear and interesting
3. Developing the curriculum related to subject matter	24. Introducing the topic to students 25. Clarifying students the learning objectives at the start of the lesson 26. Evaluating whether the objectives have been achieved at the end of the lesson
4. Implementing effective	27. Creating learning environment that ensure standard

teaching and learning	<p>safety</p> <p>28. Managing effective learning time</p> <p>29. The lesson materials are ready to use when teaching</p> <p>30. Using various media that is relevant to the students' characteristics and subject of teaching to achieve learning objectives as a whole</p> <p>31. Taking a transactional decision in the learning of teaching appropriate with the evolving situation</p>
5. Integrating ICT in teaching and learning process	<p>32. Utilizing projector (in focus) in teaching learning process</p> <p>33. Utilizing gadget (computer/tablet/cell phone, etc) in teaching learning process</p> <p>34. Utilizing internet in teaching learning process</p>
6. Developing students' learning potential	<p>35. Supporting students' self-confidence to interact and get involved in learning process</p> <p>36. Encouraging students to do their utmost</p> <p>37. Involving all of students in the lesson</p> <p>38. Providing students with activities to apply knowledge in the classroom and relating learning to real life</p> <p>39. Posing questions which encourage thinking</p>
7. Communicating effectively, emphatically, and mannerly with students	<p>40. Ensuring relaxed atmosphere in the classroom</p> <p>41. Giving clear instructions and explanation to students</p> <p>42. Checking whether students understand the lesson content</p> <p>43. Checking whether students are completing the assignment correctly</p> <p>44. Providing comprehensive review of most important lesson content and vocabulary items from time to time</p> <p>45. Maintaining rapport</p>
8. Assessing students' learning	<p>46. Providing feedback to students on their performance in positive way regularly including praises</p> <p>47. Using varied assessment tools for students' learning and progress</p> <p>48. Keeping accurate records of students' learning and progress according to the intended learning objectives</p> <p>49. Providing students with opportunities of self-assessment and peer-assessment</p> <p>50. Giving remedial test to the students who do not achieve minimum standard criteria</p> <p>51. Giving enrichment to the students who have achieved good progress</p>

QUESTIONNAIRE

NAMA :

KELAS :

SEKOLAH :

Jawablah dengan cara mencentang salah satu kolom di bawah ini

No.	Statement	Tidak pernah	Ya, kadang-kadang	Ya, sering	Ya, selalu
1	Guru bahasa Inggris saya menguasai materi pelajaran yang diajarkan				
2	Guru bahasa Inggris saya berbahasa Inggris di kelas				
3	Guru bahasa Inggris saya menggunakan bahasa Inggris dengan fasih dan lancar di kelas				
4	Guru bahas Inggris saya menjelaskan materi dan memberikan instruksi dalam bahasa Inggris				
5	Guru bahas Inggris saya memberikan contoh kosa kata bahasa Inggris (vocabulary items) dan tata bahasa (grammar) yang diperlukan dalam pembelajaran di kelas				
6	Guru bahasa Inggris saya selalu memonitor agar bahasa Inggris yang diucapkan dan ditulisnya akurat				
7	Guru bahasa Inggris saya menekankan atau mendorong saya untuk menggunakan bahasa Inggris di kelas				
8	Guru bahas Inggris saya menggunakan bahasa Inggris yang sesuai dengan materi dan kemampuan siswa				

9	Guru bahasa Inggris saya menyajikan materi pelajaran yang sesuai dengan perkembangan dan kemampuan siswa secara kreatif				
10	Guru bahasa Inggris saya mengenal karakteristik saya				
11	Guru bahasa Inggris saya memanggil saya dengan nama saya (hafal banyak nama siswanya)				
12	Guru bahasa Inggris saya mengenal potensi yang saya miliki				
13	Guru bahasa Inggris saya mengetahui kemampuan saya dalam pelajaran bahasa Inggris				
14	Guru bahasa Inggris saya memahami kesulitan belajar saya				
15	Guru bahasa Inggris saya menyesuaikan materi pelajaran dengan pengetahuan dan kemampuan siswa				
16	Guru bahasa Inggris saya menggunakan berbagai macam kegiatan pembelajaran agar bisa mendorong saya untuk ikut berpartisipasi di kelas secara aktif				
17	Guru bahasa Inggris saya secara kreatif menggunakan berbagai teknik mengajar agar materi pelajaran menarik, jelas dan bisa dipahami (misalnya dengan contoh audio, gambar, mimic wajah, atau gerak tubuh)				
18	Guru bahasa Inggris saya menjelaskan tujuan pembelajaran di awal pelajaran				
19	Guru bahasa Inggris saya mengenalkan topik pelajaran yang akan dipelajari di awal pelajaran				
20	Guru bahasa Inggris saya mengevaluasi dan memastikan apakah tujuan pembelajaran sudah tercapai di akhir pembelajaran				
21	Guru bahasa Inggris saya menciptakan suasana belajar sesuai standar keamanan dan keselamatan (tidak membahayakan)				
22	Guru bahasa Inggris saya menggunakan waktu belajar				

2	secara efektif (tepat waktu dan tidak ada waktu yang terbuang)				
2 3	Ketika guru bahasa Inggris saya mengajar, materi pelajaran telah siap untuk dipelajari (telah disiapkan sebelumnya)				
2 4	Guru bahasa Inggris saya menggunakan berbagai media pembelajaran yang sesuai dengan karakteristik siswa dan materi pembelajaran				
2 5	Guru bahasa Inggris saya mengambil keputusan dan tindakan tertentu yang diperlukan sesuai dengan keadaan dan situasi saat itu				
2 6	Guru bahasa Inggris saya menggunakan projector (in focus) di kelas				
2 7	Saya menggunakan computer/laptop atau telepon seluler dalam pembelajaran bahasa Inggris di kelas				
2 8	Saya menggunakan jaringan internet untuk pembelajaran di kelas				
2 9	Guru bahas Inggris saya menumbuhkan rasa percaya diri saya untuk berinteraksi dan berpartisipasi aktif di kelas				
3 0	Guru bahasa Inggris saya mendorong dan mendukung saya untuk melakukan yang terbaik (meningkatkan prestasi) di kelas				
3 1	Guru bahasa Inggris saya melibatkan semua siswa untuk berpartisipasi aktif dikelas				
3 2	Guru bahasa Inggris saya memberikan materi pelajaran dan memberikan kesempatan kepada siswanya untuk berlatih di kelas menerapkan materi tersebut dalam kehidupan nyata sehari-hari				
3 3	Guru bahasa Inggris saya mengajukan berbagai pertanyaan untuk mendorong saya aktif di kelas				
3 4	Guru bahasa Inggris saya menciptakan suasana yang santai dan nyaman di kelas (tidak kaku, tegang, dan				

	tertekan)				
3 5	Guru bahas Inggris saya menjelaskan materi dan tugas pelajaran dengan jelas sehingga mudah dipahami				
3 6	Guru bahasa Inggris saya memantau/mengecek apakah siswa sudah mengerti materi pelajaran				
3 7	Guru bahasa Inggris saya mengecek dan memeriksa apakah siswa sudah mengerjakan tugas dengan tuntas dan benar				
3 8	Guru bahasa Inggris saya mengulas dan menekankan kembali (mereview) pokok-pokok materi pelajaran yang penting dari waktu ke waktu				
3 9	Guru bahasa Inggris saya menanamkan sikap saling menghormati dan menghargai baik dalam perkataan maupun perbuatan				
4 0	Guru bahasa Inggris saya secara teratur memberikan komentar, saran, masukan bahkan pujian atas kinerja siswa dengan cara yang positif dan membangun				
4 1	Guru bahasa Inggris saya menggunakan berbagai cara untuk memberikan penilaian (tes lisan, tes tulis, penugasan, unjuk kerja, dan kinerja)				
4 2	Guru bahasa Inggris saya dengan akurat mencatat hasil belajar dan menyimpan perkembangan dan hasil pembelajaran saya				
4 3	Guru bahasa Inggris saya memberikan kesempatan kepada siswa untuk menilai dan mengevaluasi kemampuan diri sendiri dan kelompok (self-assessment dan peer-assessment) dalam pelajaran bahasa Inggris				
4 4	Guru bahasa Inggris saya memberikan tes remedial apabila hasil penilaian tidak memenuhi standar ketuntasan minimum				
4	Guru bahasa Inggris saya memberikan pengayaan				

5	No.	Statement				
	1	Teacher maintains use of English in the classroom				
	2	Teacher maintains fluent use of English in classroom				
	3	Teacher gives explanations and instructions in English				
	4	Teacher provides examples of English words grammatical structures accurate explanation				
	5	Teacher uses appropriate English in the classroom				
	6	Teacher monitors his/her own speech and writing accuracy				
	7	Teacher provides learning material creatively that meets the level of students' progress				
	8	Teacher has a mastery of teaching material that he/she teaches				
	9	Teacher knows students' characteristics				
	10	Teacher calls students with their name				
	11	Teacher identifies students' potential				
	12	Teacher identifies students' background knowledge				
	13	Teacher links the lesson to students' background knowledge				
	14	Teacher identifies students' learning difficulties				
	15	Teacher makes use of teaching methods creatively to activate students				
	16	Teacher makes use of various techniques creatively to make learning materials clear (e.g. modeling, visual gestures, body language)				
	17	Teacher applies various approaches and strategies to learning creatively				

18	Teacher clarifies students' the learning objective at the start of the lesson				
19	Teacher introduces the topic to students				
20	Teacher evaluates whether the objectives have been achieved at the end of the lesson				
21	Teacher ensures relaxed atmosphere in the classroom				
22	Teacher creates learning environment that ensures standard safety				
23	Teacher manages effective learning time				
24	The lesson materials are ready to use				
25	Teacher adapts lesson materials to the level of experience of my students				
26	Teacher uses instructional media and learning resources that are relevant to the students' characteristics and subject of teaching to achieve learning objectives as a whole				
27	Teacher takes a transactional decision in the learning of teaching appropriate with the evolving situation				
28	Teacher uses information and communication technology (ICT) in teaching learning process				
29	Teacher supports the self-confidence of students to interact and get involved in learning process				
30	Teacher encourages students to do their utmost				
31	Teacher involves all of students in the lesson				
32	Teacher provides students with activities to apply knowledge in the classroom and relate learning to life				

3 3	Teacher poses a lot of questions that activate student				
3 4	Teacher gives clear instructions to students				
3 5	Teacher gives clear explanation of the learning materials and the assignment				
3 6	Teacher checks whether students understand lesson content				
3 7	Teacher checks whether students are completing assignment correctly				
3 8	Teacher maintains rapport				
3 9	Teacher provides comprehensive review of most important lesson content and vocabulary items from time to time				
4 0	Teacher regularly provides feedback including praise to students on their performance in positive way				
4 1	Teacher uses varied assessment tools for student learning and progress				
4 2	Teacher keeps accurate records of students' learning and progress according to the intended learning objectives				
4 3	Teacher provides students with opportunities of self-assessment and peer-assessment				
4 4	Teacher gives remedial test to the students who do not achieve minimum standard criteria				
4 5	Teacher gives enrichment to the students who have achieved good progress				
	apabila hasil penilaian melebihi standar ketuntasan minimum				

CLASSROOM OBSERVATION CHECKLIST

Teacher's name :

School :

Date of observation :

Time of observation :

Number of students :

Observer's name :

Degree 1=not performed; 2=need improvement; 3=satisfactory; 4=outstanding