

**IMPROVING ENGLISH TEACHERS' PEDAGOGICAL
COMPETENCE IN DEVELOPING ENGLISH LESSON PLAN
THROUGH PPP METHOD ON IN HOUSE TRAINING AT SMP
NEGERI 5 PADANGSIDIMPUAN**

THESIS



BY

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**This thesis is submitted to fulfill one of requirements
to get a Master degree in Education**

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ABSTRAK

Seri Darmawati, 2012. Improving English Teachers' Pedagogical Competence of Developing English Lesson Plan Through PPP Method on In House Training At SMP Negeri 5 Padangsidempuan. Thesis. Program Pascasarjana Universitas Negeri Padang.

Dalam pra survei di SMP negeri 5 kota Padangsidempuan tergambar bahwa guru bahasa Inggris masih kurang mampu mengembangkan rencana pelaksanaan pembelajaran yang sesuai dengan standar nasional pendidikan. Penelitian ini bertujuan untuk melihat sejauhmana PPP method dalam pelatihan In House Training meningkatkan kompetensi pedagogik guru bahasa Inggris dalam mengembangkan rencana pelaksanaan pembelajaran bahasa Inggris dan faktor yang mempengaruhinya.

Penelitian ini adalah penelitian tindakan sekolah yang dilakukan dalam dua siklus, dengan peserta 7 orang. Instrumen terdiri dari penilaian RPP, observasi, catatan lapangan, dan wawancara. Data dianalisa dengan dua teknik: data kuantitatif dianalisa dengan menggunakan nilai rata rata dengan menilai RPP, sementara data kualitatif didapat dari pengamatan (observasi), catatan lapangan, dan wawancara.

Temuan penelitian adalah terdapat peningkatan kompetensi pedagogikal guru bahasa Inggris dalam mengembangkan RPP dengan membandingkan nilai mereka. Pada siklus I nilai rata-rata sebesar 58,03 %, dan II sebesar 77,68%. Peningkatan dipengaruhi oleh beberapa faktor: presentase, media, *sharing*, diskusi kelompok, dan evaluasi. Dapat disimpulkan bahwa, penerapan metode Triple P pada In House Training dapat meningkatkan kompetensi pedagogik guru bahasa Inggris dalam mengembangkan RPP di SMP Negeri 5 Padangsidempuan.

ABSTRACT

Seri Darmawati, 2012. Improving English Teachers' Pedagogical Competence of Developing English Lesson Plan Through PPP Method on In House Training At SMP Negeri 5 Padangsidimpuan. Thesis. Graduate Program State University of Padang.

Based on researcher observation at SMP Negeri 5 padangsidimpuan, the English teachers' pedagogical competence in developing lesson plan was low, in constructing the achievement indicator, learning material, learning activities, and assessment. The purpose of this study was to find out the extent In House Training by using PPP (Triple P) method improve the English teachers' Pedagogical Competence in developing English lesson plan, and what factors influenced the improvement.

This research was action research that was done in two cycles. The subject of the research is English teachers seven altogether. The instruments consist of: assessment of lesson plan, observation, field notes, and interview. The data were analyzed by using two techniques. The quantitative data was analyzed by using mean score to see the average score gained by assessing the English teachers' lesson plan. Meanwhile, the qualitative data was obtained from observation, field notes, and interview.

The finding of this researcher found that there was an improvement on the English teachers' pedagogical competence in developing lesson plan through In House Training by using PPP method. It could be seen from the average score, in cycle I was 58,03%, and in cycle II was 77,68%. The improvement was influenced by several factors, consist of: presentation, media, sharing, discussion, and evaluation. Therefore, it can be concluded that the implementation of Triple P method on In House Training could improve the English teachers' pedagogical competence in developing lesson plan at SMP Negeri 5 Padangsidimpuan.

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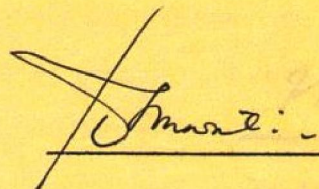
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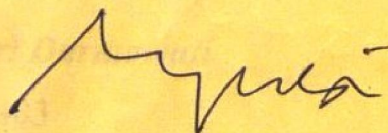
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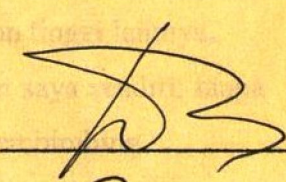
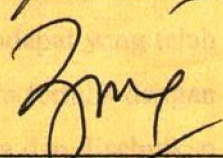
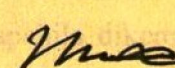
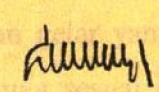
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CHAPTER I

INTRODUCTION

H. Background of the Problem

Teachers' pedagogical competence in developing lesson plans is one of important competences in improving the quality of teaching activities in a classroom. Through lesson plan, teachers are able to prepare themselves to achieve the objectives of teaching. Without preparing the teaching and learning process, the objectives of the teaching and learning process is difficult to achieve.

Basically, the teachers' pedagogical competence of developing lesson plan has been carried out through many efforts, such as increasing the qualification of teachers by following upgrading areas of study or deliberation subject teachers, but not all them followed the activity, it was only representative of the school. Then the other teacher copied from the teacher who followed the deliberation subject teacher. Some of them did not understand to develop the lesson plan, because they only copied from another teacher.

Before, the supervisor supervised the teachers' lesson plan only assessed their lesson plan, and only gave suggestion without training. However, it seems that the teachers' pedagogical competence in developing the lesson plan is still low. This phenomenon is faced by the English teachers in SMP Negeri 5 Padangsidempuan.

Based on the assessment of their English Lesson plan, observation and interview that have been done by the researcher, it was found that almost 75% of the English teachers are lack of ability in developing lesson plan.

They have not been able to develop the lesson plan yet. She encountered the cases that most of the teachers have a syllabus, educational calendar, unit lesson or lesson plan, but most of the lesson plans developed by the English teachers were not in line with the National Standard Education (Badan Standar Nasional Pendidikan), such as: mapping the Competency Standard and Basic Competency, determining indicators for Basic Competency Achievement, Setting up the purpose, the process (methods of teaching and learning process), selecting learning material, preparing the assessment.

When the writer interviewed some of the teachers related to the lesson plans, they said that they had not understood yet, because they only copied from other teachers.

Based on interview, there are many factors that cause the problems, such as the lack of training, the lack of motivation in developing lesson plan. Beside, they also assumed that lesson plan is only for the sake of administration. They regard, unit lesson as an administrative requirement if the headmaster and supervisor supervise the administration of instruction. They also assumed that learning process does not depend on lesson plan design but it based on the text book only.

The writer thinks the assumption above is a wrong assumption. Actually, planning before doing teaching is very important. Like a man who wants to build a house, the first, he designs the pattern or picture of the house and then he found the engineer to build it, so that the desired house can be obtained. Also like a captain who was sailing, he should use a compass to reach voyage easier. As well as the learning process, we must prepare the planning before, so that the Basic

Competency Achievement and Objective of Curriculum can be achieved. As the effect of teaching without planning, the teachers often complain that they can not reach the curriculum target and the students can not master all of the content of the text book.

Referring to the above reality, basically there are many factors that influence the problems, such as the lack of training, the lack of knowledge, the lack of motivation in developing lesson plan. The writer also predicted, it was also caused by the lack of method of guidance from the headmaster or supervisor.

Before, the supervisor never gave the training at the school, she only discussed in a moment. To find the solution of the problems, conducting training for teachers of English through In House Training (IHT) by using Triple P Method is probably appropriate to increase the teachers' Pedagogical competence in developing the lesson plan.

Based on the description above, the writer would like to carry out a research which is entitled: "Improving English Teachers' Pedagogical Competence of Developing English Lesson Plan Through Triple P Method In House Training" At SMP Negeri 5 Padangsidimpuan.

I. Identification of the Problem

Based on researcher's experience and diagnoses that was explained in background, she found that the teachers at SMP 5 Padangsidimpuan are lack of pedagogical competence of developing lesson plans are caused by the lack of knowledge, the lack of training, the lack of motivation, the lack of attitude. They

have the wrong perception or assumption that preparing teaching and learning process or designing lesson plans before teaching is not necessary.

The crucial factors that should be increased are related to the regular training got by the teachers. It is realized that the techniques of developing lesson plan is always improved, such as whilst learning activity that involve: a) exploration, b) elaboration, c) confirmation. It means that this addition is still new for most of the teachers.

J. Limitation of the Problem

Based on the identification of the problem, it is known that there are several problems affecting the teachers' pedagogical competence of developing lesson plans. One of the problems is lack of training to make lesson plans suitable to National Standard Education. So, this study is only focused on improving English teachers' pedagogical competence of developing lesson plan through Triple P method on In House Training (IHT) at SMP N 5 Padangsidimpuan.

K. Formulation of the Problem

1. To what extent can Triple P method on In House Training (IHT) improve the English teachers' pedagogical competence in developing English lesson plan at SMP N 5 Padangsidimpuan?
2. What factors can influence the improvement of English teachers' pedagogical competence in developing English Lesson Plan through Triple P method on In House training at SMP 5 Padangsidimpuan?

L. Purpose of the research

The purposes of the research are to find out:

1. The extent to which Triple P method on In House Training can improve the English teachers' Pedagogical competence of developing English lesson plan at SMP 5 Padangsidimpuan.
2. The factors influence improving English teachers' pedagogical competence in developing English lesson plan through Triple P on In House training at SMP N 5 Padangsidimpuan.

M. Significances of the Research

The findings of this research are significant:

1. Theoretically, for other researcher: the theory of this research might help them to solve the same problem in developing lesson plan.
2. Practically, a) for the headmaster as input in order to develop teacher training in cooperation with supervisor in enhancing the implementation of good quality; b) for supervisor who want to guide the teacher, he/ she can use the strategy and technique to increase the teachers' competence.

N. Defenition of the Key Terms

In this research there are some terms must be defined in order to make easier for readers to understand this study:

1. English teachers' Pedagogical competence is the ability to 1) manage the learning process, 2) design and implement in learning process, 3) evaluate the outcome of learning, and 4) develop the learners' potential.
2. Lesson Plan is the elaboration of syllabus which illustrates the teaching and learning activities to achieve the goals of basic competency and a teacher's detailed description of the course of instruction for an individual lesson.
3. Presentation, Practice and Production, commonly referred to PPP or Triple P is a kind of sequence model of lesson planning and teaching. Presentation stage: explain the material, presenter and audiences can communicate directly to ask and answer, practice stage: drill the material that it was explained by the tutor, production stage: Students are encouraged to use the new material or production new lesson plan for preparing teaching and learning.
4. In House Training is the training conducted internally within the working group of teachers at schools.

CHAPTER V

CONCLUSSION, IMPLICATION AND SUGGESTION

Some conclusions and suggestions are drawn based on the findings

A. Conclusion

1. The Extent to which the Triple P Technique on In House Training Could Improve the English Pedagogical Competence of Developing Lesson Plan at SMP 5 Padangsidimpuan.

Based on the findings of this research, it can be concluded that the use of Triple P method on In House Training is very useful to improve the English teachers pedagogical competence. It is supported by some evidence in this research. For instance, the data gained through the observation, field note, interview, and assessing the English teachers lesson plan in each cycle showed better improvement from cycle to cycle. Before conducting this research, the English teachers had so many difficulties in creating lesson plan in determining the achievement indicators, learning material, learning activities, and preparing assessment accordance with the Education National Standard. In House Training by using Triple P technique can improve the English pedagogical competence in developing lesson plan.

2. The Factors that Influenced the Improvement of English Teachers Pedagogical Competence Through Triple P Method on In House Training at SMP 5 Padangsidimpuan

The successful of Triple P technique in improving the English pedagogical competence of developing lesson plan was influenced by some factors that involve: presentation, media, sharing, discussion, and evaluation (assessment).

The first factor is Presentation. Presentation can help the English teacher to change their mind set. And also presentation the material for example: explain the material and showed the example of learning process can add their knowledge, so it can be improve their pedagogical competence.

The second factor is media. Using the media in training process can help the learning process to convey the material, so the material can be presented easier. By helping media can influence their knowledge and the effect their competence increase.

The Third is sharing. In presentation, practice, production technique on In House Training, after presentation, the researcher gave a time to the English teacher ask and answer the problem material, in the other hands, the researcher and the English teachers can share each other, so they can solve their difficulties in developing lesson plan.

The fourth factor is discussion (collaborative). In the practice phase, the English teachers discuss the material in group. The English teacher, who has known or understood the material can explain to another collage, so can understand and know to design lesson plan.

The fifth factor is evaluation or assessment. Through assessment phase the English teacher know their weakness, after discussed the mistake in the lesson plan, so they can revise their lesson plan. From the result of analysis the English teachers' lesson plan, started on the lower mark. The researcher gave comments about the goal of learning activities, how to measure the students' ability if we didn't know the indicator achievement to reach the competency standard / basic competency, and cover the cognitive, affective, psychomotor. By presentation,

practice, production technique on In House Training, they recognized that lesson plan is important for them. They are easier in learning process than without lesson plan. The data got from result of interview.

Through this training, the English teacher is motivated. By using presentation, practice, production technique on In House Training can motivate the English teacher. Since the English teachers knew the important of lesson plan and they got knowledge from (presentation, practice, production), they looked for some resources outside the training because they felt the knowledge is important to add the competence.

In conclusion, by finding a good improvement in this research, presentation, practice, production technique on In House Training is proved as one of beneficial technique which can be applied in the teaching and learning process or in the training. It does not only give higher contribution to the Improving English pedagogical competence, but also better improved the teacher's technique in learning process in the class. And it is also used for supervisor that has the same problem in job.

B. Implication

The finding and the conclusions of this research have some implications. The implications are as follows:

1. It is a new instrument that can be applied by every supervisor.
2. This method or technique can be applied by every Supervisor.
3. It is the new finding can be applied for improving English teachers' pedagogical competence.

4. By using this method, Supervisor know the weakness of the teacher and the supervisor herself/ himself.

C. Suggestions

Based on the above conclusion and implications can be made as follows:

1. Other supervisors who supervise English teachers may apply this research finding, if she has the same problem with the English teachers' pedagogical competence of developing lesson plan in another school.
2. Other researchers with the same condition may apply this technique to improve the English teachers' pedagogical competence of developing lesson plan, and implementation lesson plan.

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