

**PRE-SERVICE TEACHERS' PERCEPTIONS TOWARD THEIR  
PEDAGOGICAL COMPETENCE**

*A Skripsi*

Submitted to the Faculty of Language Education

As a Partial Fulfillment of the Requirements to Obtain

the Degree of

*Sarjana Pendidikan*



Ana Elvia Jakfar

20100540040

English Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

February 2015

Universitas Muhammadiyah Yogyakarta

Faculty of Language Education

English Education Department

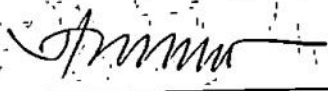
We hereby approve the *Skripsi* of

Ana Elvia Jakfar

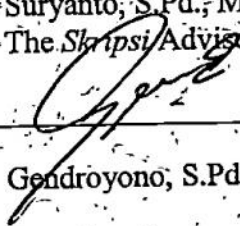
20100540040

Candidate for the degree of *Sarjana Pendidikan*.

August 09, 2014


  
Suryanto, S.Pd., M.H.Sc., D.Ed  
The *Skripsi* Advisor

August 09, 2014

  
Gendroyono, S.Pd., M.Pd

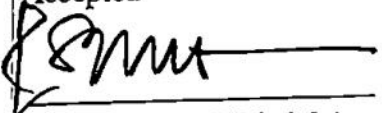
Examiner I

August 09, 2014

  
Indah Puspawati, S.Pd., M.A

Examiner 2

Accepted

  
Jati Suryanto, S.Pd., M.A

Dean

Faculty of Language Education

August 09, 2014

## AUTHOR'S DECLARATION OF ORIGINALITY

I hereby certify that I am the sole author of this *skripsi* and that no part of this *skripsi* has been published or submitted for publication.

I certify that, to the best of my knowledge, my *skripsi* does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my *skripsi*, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I declare that this is a true copy of my *skripsi*, including any final revisions, as approved by my *skripsi* committee and the Faculty of Language Education, and that this *skripsi* has not been submitted for a higher degree to any other University or Institution.

Ana Elvia Jakfar

## ABSTRACT

Jakfar, Ana Elvia. 2014. *Pre-service Teachers' Perceptions toward Their Pedagogical Competence*: Department of English Education, Faculty of Language Education, University Muhammadiyah of Yogyakarta.

A qualified teacher is acquired to understand the content of pedagogical competence. This study is aimed to identify pre-service teachers' perceptions toward their pedagogical competence. The research question is "What are students' perceptions toward their pedagogical competence in pre-teaching, while-teaching, and post-teaching" To answer these questions, this research used qualitative research methodology and the instrument was semi-structured interview. There were six students that contributed to be research participants. Besides, to collect the data, this study employed open coding, axial coding, and selective coding.

The interview is divided into pre-teaching, while-teaching, and post-teaching. Pre-teaching discussed: 1) perceptions on understanding students' characteristics, 2) perceptions on understanding theories and learning principles, 3) perceptions on developing curriculum. While-teaching discussed 4) perceptions on developing educative learning activities, 5) perceptions on developing current information for the sake of learning, 6) perceptions on developing educative technology media for the sake of learning, 7) perceptions on performing effective communication. Post-teaching discussed 8) perceptions on performing assessment and evaluation, 9) perceptions on utilizing learning outcome, 10) perceptions on conducting learning reflection.

The findings indicated the participants' competence in pre-teaching have good development in understanding students' characteristics and developing curriculum but low development in understanding theory and learning principles. Moreover, participants' perceptions in while-teaching have good development in conducting educative learning activity, using current information, using technology media, and performing effective communication. Finally, participants' perceptions in post-teaching have only 3 participants who were able to conduct assessment and evaluation, utilize learning outcome, and conduct learning reflection.

*Keywords: Pre-service Teacher, Teaching Practice, Pedagogical Competence*

## AKNOWLEDGEMENT

My highest thankful and honor goes to Allah SWT who gives His blessing so that I could finish my undergraduate thesis project.

This undergraduate thesis would not be completed without having many supports and encourages from many people. My greatest thankful and appreciation go to Mr. Suryanto, S.Pd., M.H.Sc., D.Ed as my supervisor for always guiding and making me on fire during completing this research. Your valuable guidance has convinced me that I could totally finish this research. I also thank you for always giving positive feedback every time I need it.

I would like to thank to all members of English Education Department of Universitas Muhammadiyah Yogyakarta who have provided a very nice place to learn for this past four years. My grateful goes to Mr. Gendroyono, S.Pd., M.Pd and Mrs. Sri Sudarsi, SS., M.InT who always support and provide many resources to complete my research. I also thank to my dearest academic supervisor, Mr Jati Suryanto, S.Pd., M.A for encouraging me since I was in first semester.

This research would not be completed without the contribution of my research participants in the academic year 2010/2011. Your good cooperation, support and willingness have helped me in completing all the data needed. I am also grateful for all my friends in English Education Department, academic year 2010/2011 who always with me throughout the bad and the good times, we growth together to catch

our dream in this department. We successfully passed the most painful stage of completing our undergraduate thesis.

I am greatly indebted to my siblings who always supported and encourage me for all I do. You are all my mood-booster. Finally, I dedicate this writing to my beloved parents, Jakfar and Elfi Nefdiani, who always support me both in my study and my life. Your love, trust, support, and even rule model always inspire me to catch my grateful success. I exceedingly love you both. You are my greatest inspiration.

## TABLE OF CONTENT

|   |     |
|---|-----|
| COVER PAGE .....                              | i   |
| APPROVAL PAGE.....                            | ii  |
| AUTHOR'S DECLARATION OF WORK ORIGINALITY..... | iii |
| ABSTRACT.....                                 | iv  |
| KNOWLEDGEMENT.....                            | v   |
| TABLE OF CONTENT.....                         | vii |
| CHAPTER ONE.....                              | 1   |
| INTRODUCTION .....                            | 1   |
| Background .....                              | 1   |
| Statement of the Problem .....                | 4   |
| Limitation of the Problem .....               | 5   |
| Research Questions .....                      | 5   |
| Objective of the Research.....                | 5   |
| Significance of the Research .....            | 6   |
| Outline of the Research .....                 | 7   |
| CHAPTER TWO.....                              | 8   |
| LITERATURE REVIEW .....                       | 8   |
| Definitions Related to the Research .....     | 8   |
| Pedagogical Competence .....                  | 10  |
| Conceptual Framework .....                    | 17  |
| CHAPTER THREE .....                           | 18  |
| METHODOLOGY .....                             | 18  |
| Research Design.....                          | 18  |
| Population and Sample.....                    | 18  |
| Data Collection Method .....                  | 19  |

|  |    |
|--|----|
| Data Analysis .....  | 20 |
| CHAPTER FOUR .....   | 21 |
| FINDING AND DISCUSSION .....   | 21 |
| Findings on Pre-Service Teachers' Pedagogical Competence in Pre-teaching...    | 22 |
| Perceptions on understanding students' characteristics .....                   | 22 |
| Perceptions on Understanding Theories and Learning Principles.....             | 25 |
| Perceptions on Developing Curriculum .....                                     | 28 |
| Findings on Pre-Service Teachers' Pedagogical Competence in While-teaching.    | 30 |
| Perceptions on Conducting Educative Learning Activity learning .....           | 30 |
| Perceptions on Using Current Information for The Sake of Learning .....        | 33 |
| Perceptions on Using Educative Technology Media for The Sake of Learning ..... | 35 |
| Perceptions on Communicating Effectively.....                                  | 37 |
| Findings on Pre-Service Teachers' Pedagogical Competence in Post-teaching..    | 38 |
| Perceptions on Conducting Assessment and Evaluation.....                       | 38 |
| Perceptions on Utilizing Learning Outcome .....                                | 40 |
| Perceptions on Conducting Learning Reflection.....                             | 41 |
| Discussion .....   | 43 |
| Conclusion.....  | 44 |
| CHAPTER FIVE .....   | 46 |
| CONCLUSION, IMPLICATION AND RECOMMENDATION.....                                | 46 |
| Conclusion .....   | 46 |
| Implication .....  | 59 |
| Recommendations.....   | 50 |
| For the lecturers of English Education Department. ....                        | 50 |
| Recommendation for Future Studies .....  | 51 |
| REFERENCES .....   | 52 |
| APPENDIXES.....  | 56 |