

**An Analysis on English Teachers' Performance Of Pedagogy Competence At
 SMA Negeri 1 Padang Bolak Julu North Padang Lawas Regency**

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ABSTRACT

Penelitian ini bertujuan untuk menggambarkan bagaimana penampilan guru bahasa Inggris mulai dari perencanaan hingga implementasi proses pembelajaran di dalam kelas. Penampilan guru yang akan dilihat adalah berdasarkan aturan bahwa guru harus memiliki empat kompetensi yakni kompetensi pedagogi, profesional, social dan pribadi. Penelitian ini merupakan *mixing method* dalam bentuk kualitatif dan kuantitatif, menggunakan sampel populasi sebanyak lima orang guru. Data didapat dengan menggunakan wawancara, observasi, dokumen, catatan lapangan dan angket. Dari hasil penelitian ditemukan bahwa sebahagian guru memiliki kompetensi dimaksud, namun sebahagian lagi kurang. Sehingga dapat dikatakan bahwa masih kurang, karena ternyata guru kurang memepriapkan proses pembelajaran dengan baik sehingga perlu peningkatan dan perhatian lebih agar proses belajar mengajar dapat berjalan dengan baik. Disamping itu kepala sekolah juga harus lebih proaktif dan selalu mendorong guru untuk peningkatan kualitas diri.

Keywords: teacher performance, pedagogy competence

INTRODUCTION

Educational discussion usually includes a discussion of teachers' roles in controlling classroom and managing students which are especially relevant to the realization of the learning process and teachers' competence to manage student-centered activities. Teachers are professional and qualified people who have undergone training and are assumed to have specific skills and competences to develop their knowledge. Therefore, it is not suprising if society hopes that teachers

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educate their children and develop their potentials in line with the educational and curriculum objectives.

In implementing teachers' job, some of the English teachers seem ignore the importance of the planning instruction. Planning the instructions has a closed relation with many components, like learning objectives, learning sources, learning activities, teaching methods, teaching media and evaluating the students' outcome. These components are integrated with teachers' responsibility in learning process. Nowadays, the governments have implemented school based competence to improve the quality of education. The main position is the teachers. The modern curriculum can be ignored if it is not supported by good teachers' quality. Therefore, the teachers are hoped to have competence that is needed to implement their work and function effectively and efficiently.

Based on article 28 verse 3 part 1 chapter VI government regulations number 19 year 2005 about national education standard and article 3 verse 2 part 1 chapter II government regulations number 74 year 2008 about the teachers, they should have four competences: (1) pedagogy competence; (2) personality competence; (3) professional competence; and (4) social competence. The teachers should have competences in planning the learning process, implementing the learning process and evaluating students' learning outcome. Teachers' competence in planning and implementing the learning process is the main factor to reach teaching objectives. As educators, the teachers are not the only one who gives lessons but also to build up the students' ethics, attitude to face up the future challenge in society. The planning has a closed relation to the instruction objectives, materials, learning activities, teaching methods, and evaluating. All objectives are integrated in learning process at classroom. Therefore the teachers have to understand deeply about the pedagogy competence. Especially for the English teachers; they should have competence in planning and implementing the learning process. Based on the field observation and interview with the students at SMA Negeri 1 Padang Bolak Julu the researcher found that some of the students were uninterested in English. Thus, the English teachers

should prepare themselves in teaching and learning process; they motivate their students to study hard and create enjoyable learning situation.

Related to the problems mentioned above, it is important for the teachers to understand deeply about the pedagogy competence especially in planning and implementing the learning process. As stated before, those two aspects are closely related. There are several aspects of pedagogy competence, like identifying the students' characteristic, planning and implementing the learning process, evaluating students' achievement and developing students' potency.

The purpose of this research was to analyze the teachers' performance of English Pedagogy Competence at SMA Negeri 1 Padang Bolak Julu concerning with; (1) English teachers' competence in planning the learning process. It is how the English teachers make planning to be able to reach the learning objectives. (2) English teachers' competence in implementing the learning process. This relates with how the teachers implement the learning process based on their lesson plan. These competences can be seen whether the learning process runs effectively and the students comprehend or enjoy the lesson or not.

Teachers' performance is a dominant factor for the success of learning. The improvement of the learning process will give contribution for students' learning achievement. It happens if the teachers have good performance in their classroom; like in explaining the lesson for students, motivating them to study hard for their future, using media of teaching, to be a counselor for students, and making learning enjoyable at classroom. Good performance is supported by good competences too. Further Timpe² explains that performance means the competence to do a job. Performance is a contribution measured quantitatively and qualitatively to reach a group of objectives in a working unit.

Ruky³ states that performance deals with the job performance or actual performance; it means an achievement reached in job. The teachers' achievement is

²D.Timpe, *Prestasi* (Jakarta: PT Elex Media Kompotindo, 1998)

³A.T. Ruky, *Instructional Teaching* (New Jersey: Prentice Hall International, Inc, 1994), p. 67.

not like the one in Olympiads or champions but the success in managing the teaching–learning process in classroom. Moreover Bernadin and Russel⁴ say that performance is defined as the record of outcome produced on a specified jobfunction or activity during a specified time period. Based on this definition, it can be concluded that teachers' achievement stresses on teachers' work and it can give contribution to the students or school. Then, Hornby⁵ says that performance means the act or process of performing a task, an action etc.

Based on performance definition above, it can be concluded that performance is the result or success level reached by someone in his/her job in certain criteria and evaluated by certain people, like him/her leader. Teachers performance is teachers' competence and effort in doing his/her job maximally in planning the learning program, implementing the learning process and evaluating the students' outcome. The teachers' performance reached is based on professional competence standard in doing the responsibility as a teacher at the school.

Zhao⁶ et al explain that pedagogy is the art of teaching. What distinguishes teachers from other facilitators of learning is that teachers make the most intensive and systematic use of pedagogy to promote effective and efficient learning as part of the process of education. Then Mrowicki quoted by Weddel⁷ defines that competence consists of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though they have typically been linked to the field of work and to social survival in a new environment.

⁴Russel. Bernaddin, *Performance Assessment And Evaluation Handbook*. (online), 1993 (<http://teacher.pdf> retrieved on 25th July 2010), p. 378

⁵A.S. Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University, 2000), p. 978

⁶Yuwono Grace, *English Language Teaching in Decentralized Indonesia: Voices from the Less Privileged Schools*, International Education Research Conference. Paper (Sydney: University of Sydney, 2005)

⁷Peraturan Mendiknas No. 23/2006 tentang *Standar Kompetensi Lulusan (SKL)*. Retrieved on 3rd December 2010 from <http://www.BSNP.org>

There are many components in pedagogy competence. The writer limits the problems in this article to avoid misinterpretation of the pedagogy competence on how English teachers' performance on pedagogy competence at SMA Negeri 1 Padang Bolak Julu concerned in planning and implementing the learning process, and planning the learning process focused on syllabus and lesson plan made by teachers of English is.

Planning the learning process is an arrangement of the teaching general principles in implementing the teaching directly in classroom or out door. There are some factors that influence the purpose of planning the learning process, they are: a) pre – teaching/warming up preparation; b) level of students' intelligence; and d) topic that will be presented. Arends⁸ says that planning is also vital to teaching. The main way to start learning process is making good planning. Good planning involves allocating the use of time, choosing appropriate methods of instruction, creating student interest, and building a productive learning environment. The importance of planning is illustrated in another way when the teachers consider the wide variety of educational activities affected by the plans and decisions made by teachers. Planning of learning process in the classroom based on regulation of government number 19 chapters 20 year 2005 covers syllabus and lesson plan, which consist of instructional objectives, lesson materials, teaching methods, source of instruction, and evaluation of students' learning outcome.

Altman⁹ et al state that syllabus is an outline of a course study. It contains an outline, and a schedule of topics and many more items of information. Then, Stern in James¹⁰ explains that syllabus is the specification of what is instruction or its'

⁸R.I. Arends, *Learning to Teach*(New York: McGraw-Hill, . 2009), p. 94

⁹H.B Altman and W.E Cashin, Writing a Syllabus, *paper*,(online), no 27 (Kansas Stated University, 1992)
 (http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/writesyl.htm, retrieved on 25th July)

¹⁰MarkJames, Perspective Reexamining Notions of the L2 Syllabus (*TESL CANADA Journal*,2001) (online), Vol. 19 No 1, P 81-87, (<http://iteslj.org/article/JamesPerspectiveReexaminingnotionsofthrL2> syllabus.html retrieve on July, 25th 2010), p. 81.

content, the definition of a subject, the ends of instruction, what is to be achieved and what will be taught. There are some principles of syllabus; they are based on Simaremare¹¹ et al and BSNP¹² states that principles of syllabus are: a) Scientific, b) Relevance, c) Systematic, d) Consistency, e) Sufficiency, f) Actuality and context, g) Flexibility, h) Comprehensiveness.

Based on government's regulation number 19 year 2005 pasal 20 states that the planning of the learning process includes the implementation the learning process; it contains the learning goals, the teaching materials, the teaching methods, the source of learning and the assessment results of study. Teachers develop lesson plan from syllabus. In making a good plan in learning process, the teachers have to know about procedures of making lesson plan. Orlich.D.C¹³ et al says that as classroom teachers, they will probably begin by imitating a favorite teacher, and then expand the acquired basics for lesson preparation in delivery after study and experience.

Learning process is similar to studying about how to make instruction; it consists of two words, learning and teaching. In the Encyclopedia educational research¹⁴ learning is defined as a process of gaining knowledge or skill. In order to qualify as learning rather than just temporary gain, this process must include retention of knowledge or skill so that it can be displayed at the future. Then, Chance¹⁵ states that learning is a relatively stable and unspecified change with an organism that makes change in behavior that is due to experience and that can not be accounted in terms of reflexes, instincts, or the influences of fatigue, injury, disease or drug. This

¹¹Mustafa M. Nur, Othman Norasmah, The Effect of Work Motivation on Teacher's Work Performance in Pekanbaru Senior High Schools (Riau Province, Indonesia, 2010) *Paper* (online) *Paper Sosiohumanika*, 3 (2) 2010, (<http://www.07.nur.unija.sosio.nov.2010.pdf.org> retrieve on July 25th 2010), p. 109.

¹²Badan Standar Nasional Pendidikan, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan*, (Jakarta: BSNP, 2006), p. 14.

¹³M.L Bigge and S.S Shermish, *Learning Theories For Teacher*(Newyork: Harper Collins, 1992) publisher, p. 125.

¹⁴J.E Ormrod, *Educationalpsychology, developing learners. (4th ed)*(Merrill: Pearson Education, 2003) Inc, p. 2975.

¹⁵M.L Bigge and S.S Shermish,*Op.cit*, p. 17.

definition implies that learning refers to the changing of human being which is due to experience or planning, not due to natural growth. From the definitions above, it can be concluded that learning is a process indicated by people's changes from the interaction between individual and his/her environment. The process is done by individual for the better result of the society interaction. Learning process of individual can happen in one day, one week, one month, or even of one year. Further in government regulation the learning process is the implementation of the lesson plan. It covers some activities, like a) pre teaching, b) whilst teaching and c) closing. In pre-teaching consists of some activities, they are: 1) preparing the students physically and physique in following the learning process; 2) Asking the questions relate to the previous materials; 3) Explaining the learning objectives and based competence that reached; and 4) giving materials and explanations the activity based on syllabus.

METHOD OF THE RESEARCH

This research is a descriptive research which mixed the quantitative and qualitative method (mixed research). It is based on Creswell¹⁶ who states that mixed method research is a research that involved collecting data either simultaneously or sequentially to understand the research problems and the data collection involve gathering both numeric information (e.g instrument) as well as text information (e.g interview) then the final database represent both quantitative and qualitative information.

FINDING

There were four sets of data collected in order to answer the research questions, they are: questionnaire, observation, interview and documents.

1. Data Analysis and Finding from Questionnaire

There were 48 items in questionnaire to measure the performance of the English teachers in learning process. This items were classified into 4 groups,

¹⁶Ormrod, J.E, *Op.cit*

they are: 1) preparation; 2) pre-teaching or warming up; 3) presentation (whilst teaching); 4) closing. Every item has 5 options, never (1) credited 1 point, very rarely (2) credited 2 points, rarely (3) credited 3 points, often (4) credited 4 points and always (5) credited 5 points. Minimal score is 48 and maximal score is 240. In this research, researcher asked for the English teachers' colleague as other respondents to get supported information about performance of English teachers on pedagogy competence. Their responses were important to support information about teachers' performance on pedagogy competence. There were two persons as English teachers' colleague who became respondents. The following description aimed to show the results of the answer given by the five English teachers and their colleagues at SMA Negeri 1 Padang Bolak Julu.

a. Teaching preparation

In teaching preparation, there were three items. They were: 1) teachers' readiness and classroom arrangement; 2) review of the previous materials and relate it to the new materials; 3) clear learning target. The first item means that every English teacher was ready and checked classroom condition. The second item showed how the English teachers reviewed the previous materials and related it with next materials. The last item was the learning target in which it indicated the clear and did not appear ambiguity. Based on questionnaire given to English teachers, it was got different activity when English teachers enter to their class, among of them do relevant with indicators which questionnaire.

In the first and the third item, the English teachers got the same average percentage, it was 95%. It was calculated from accumulation score of all English teachers. The first and fifth English teacher got 93%. It means that they often ready in teaching preparation. The second one got 87%. It means that he often ready in teaching preparation. Then, the third and fourth got 100%, it means that they always ready in teaching preparation. It can be

concluded that in the first item most of the English teachers always ready and the classroom well regulated.

The second item got average percentage 93%. All of them had same score in this item. It means that they often review the previous meeting and connect it with the next meeting.

b. Pre – teaching (warming up)

In pre – teaching, there were three activities; they were: 1) greeting; 2) motivating; 3) reminding previous meeting. The first item got average score 93%. It came from accumulation of the English teachers and their colleagues' responses. The first and second English teacher got 100%. It means that they always greet their students before begin the classroom activities. Then the third and fourth English teacher got 87%, it means that they rarely greet their students before begin the classroom activities. The last one got 93%, it means that she often greet her students before begin the classroom activities.

Then the second item got average score 91%. This was accumulated from the English teachers' and their colleagues' score. The first one got 100%, it means that she always motivate her students before come to the material. The second one got 93%, it means that he often motivate his students before come to the material. Then the third, fourth and fifth got 87%. It means that they rarely motivate their students before come to the material.

The last item got average score 97%. It was accumulated from English teachers' and their colleagues' score. The first, second and fifth English teacher got 100%, it means that they always remind their students about the previous material. Then the third and fourth got 93%, it means that they often remind their students about the previous material. It can be categorized that most of the English teachers always do warming up before begin their classroom activities.

c. Presentation (whilst teaching)

This part was the main item of the learning process. It consisted of 38 items that grouping into 3 parts, they are: 1) exploration, 2) elaboration and 3) confirmation process. English teachers' score average gotten on exploration was 90%, it got from accumulation English teachers' score. The first English teacher got 89%, the second got 90%, the third got 95, the fourth got 89 and the last English teacher got 87%. It means that the all English teachers categorized often do exploration process at their learning process.

For elaboration process, the English teachers got score average was 89%. It came from accumulation score from the all English teachers. The first and third English teacher got 90%, the second got 87%, the fourth got 86% and the last English teacher got 91%. It means that all of them were often do elaboration process in their classroom activity.

The last confirmation process, the English teachers got score average 88%. It was gotten from accumulation English teachers' score, they are: the first English teacher got 85%, the second got 88%, the third got 95%, the fourth got 84% and the last English teacher got 89%.

d. Closing

This part consisted of four items, they were 1) the English teachers ask the students to resume the lesson which had explained. 2) the English teachers check students' comprehension by delivering some questions to their students. 3) the English teachers motivate students to study hard at their home; 4) the English teachers greet students before leaving the classroom.

The first item got average score 91%. It was accumulated from the English teachers' and their colleagues' score. The first and fifth English teacher got 100%, it means that they always resume the material that have learned. Then the second one got 86,67, it means that he often resume the material that have learned. The third one got 93.33%, it means that he always resume the material that have learned. The last one got 73,33, it means she rarely resume the material that have learned.

Then, the second item got average score 68%. It came from the accumulation of the English teachers' and their colleagues' score. The first one got 93%, it means that she always check her students' comprehension at the end of learning process. The second and third one got 80%, it means that they often check their students' comprehension at the end of learning process. The fourth one got 73,33%, it can be categorized that she often check her students' comprehension at the end of learning process. The last one got 93,33%, it means that she also always check her students' comprehension at the end of learning process.

Further, the third item got average score 87%. It was accumulated from the English teacher's and their colleagues' score. The first and the second one got 87%, it means that they often support their students to study hard at the end of the learning activities. The third and fifth one got 93,33, it means that they always support their students to study hard at the end of the learning activities. The last one got 73,33%, it means that she often support her students to study hard at the end of the learning activities. The last item got average score 100%. The English teachers and their colleagues have same score. It means that the English teachers always greet the students before going out from the classroom.

Finally, the result from questionnaire can be concluded that from 48 items which were divided into four category; a) teaching preparation got average score 94%; b) pra – teaching (warming up) got 94%; c) presentation (whilst teaching) got 89%; and last category closing got 86%. It means that all English teachers can be categorized into good performance in implementing the learning process but in whilst teaching English, the teachers did not run the activities based on the lesson plan. These activities got low score and need improvement by the English teachers to get the better result.

2. Data Analysis and Findings from Observation

There were two parts in this instrument, they were: observation sheet and field note. Observation was conducted on 13 September 2011 to get data on the teachers' performance on pedagogy competence concerning in planning and implementing the learning process. It also had function as supporting data for the previous questionnaire. The English teachers' performance which observed was the English teachers' performance on planning and implementing the learning process.

There were three persons as the observer; they were the researcher, the supervisor and the headmaster. The researcher used supervisor and headmaster as the observer was to support and help the researcher in getting the data. The supervisor had same education background with the researcher, while the headmaster came from other subject. The result of the observation can be seen in table 4:

Table. 4 English teachers' Score from observation sheet

No	Teachers	Planning the learning process (RPP)			Implementing the learning process		
		Researcher	Supervisor	Head master	Researcher	Supervisor	Head master
1	Y. Ritonga, S.Pd	89,71	86,76	91,12	81,25	84,38	82,81
2	A. Lubis, S.Pd	89,17	83,82	90,64	85,15	81,25	87,50
3	Drs. T.M Hutapea	83,82	80,88	83,82	71,09	74,22	82,03
4	S. Z. Daulay, S.Pd	86,76	75	85,29	82,03	70,13	84,38
5	S. Harahap, S.Pd	75	73,52	79,41	70,31	71,1	71,10
	Rata – rata	85,59	80,83	87,07	79,93	76,06	80,31

From the questionnaire and the observation score, it can be concluded that the English teachers at SMA Negeri 1 Padang Bolak Julu had made lesson plan based on government regulation number 41 years 2007. They had good performance in doing their job as the teachers. Although they were categorized into good performance, there were some items got low score. In lesson plan, the items which got low score

were choosing and organizing the materials, choosing the teaching method, and using teaching media. Meanwhile in implementing the learning process, the items that got low score was in whilst teaching. In this item the English teachers need improvement.

DISCUSSION

There were two main purposes of this research as stated in Chapter I; to find out the English teachers' performance on pedagogy competence concerning with planning and implementing the learning process at SMA Negeri 1 Padang Bolak Julu.

1. Planning the learning process

There were two components of the learning process that were analyzed in this research to find out the English teachers' performance on pedagogy competence concerning with planning the learning process. They are syllabus and lesson plan. In relation to the theories mentioned in chapter II that teacher's planning is a major determinant of what is taught in the schools; where the teacher is responsible for all subject matter areas, planning decisions about what to teach, how long to devote in teaching the topic, and how much practice to provide take on additional significance and complexity¹⁷. Basically, the all English teachers have the syllabus and lesson plan. Their syllabus and lesson plan are appropriate with the government regulation. Unfortunately, a few of them did not make their syllabus and lesson plan by themselves. They copied the lesson plan of their friends from different schools and downloaded from the internet. The reason that why a few of them did not make the syllabus and lesson plan by themselves because among them are women and housewife and still have baby, they have some activity at their house. For example: keeping their children, managing their family, etc. The other reason is a few of them think that without the syllabus and lesson plan they can teaching in front of class and use the relevance textbook as their guide. Therefore to make simple and safe, they only

¹⁷R.I.Arends, *Learning to Teach*(New York: McGraw-Hill, 2009)

copied the syllabus and lesson plan to ignore the warning from their headmaster. They got the syllabus and lesson plan just for administration requirement. It means that some of them have bad performance. The others make lesson plan by themselves and followed governments and experts' procedures.

In addition, the government regulation¹⁸ states that the teachers' at school have responsibilities to prepare the lesson plan, completely and systematically in realizing the learning process as interactive, inspiring, enjoyable, activities to motivate students to be active participants and free choose their will. This quotation is supported that the teachers must make their lesson plan by them based on school conditions. The fact that is a few of English teachers did not make the lesson plan by them due to lack of control system and procedures. So that, what the government hope did not run well.

2. Implementing the learning process

After analyzing the questionnaire, observation sheets, documents and interview, the researcher found that some of the English teachers did not teach in accordance with their lesson plan. Most of them only focused on textbooks. It happened because some of English teachers seemed not to be fully aware about the importance of planning the learning process. Most of them said that the lesson plans were arranged from textbook, so it was simpler to use textbooks as a reference. Besides that the students had the textbooks. The most important thing for the teachers was the students could answer the questions in the text books and they got good scores. This means that the government regulation¹⁹ that states teachers' competence in implementation learning process must be relevance with the lesson plan was not run.

Nonetheless, a few of English teachers got high score and categorized good performance, but in certain components that got low score. They are: a)

¹⁸Peraturan MendiknasNo. 74/2008 tentang Guru Retrieved on 3rd December 2010 from <http://www.depdiknas.org>

¹⁹Mulyasa, E.. 2004. *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi*, Bandung: PT Remaja Rosdakarya.

choosing and organizing the materials, b) using and teaching media, and c) teaching method. These materials got average score 6,8% in lesson plan and 7,03 in implementing the learning process. It means that the learning process did not run efficiently. This case was caused by them only focused on the textbooks, while the textbooks are the kinds of learning source. Therefore, most of students felt bored and passive with monotonous learning process. They were uninterested in English although the English teachers had worked hard to create an enjoyable situation for their students. If they teach based on their lesson plan, their performance in learning process can be better than before; then the students are motivated in studying the English.

CONCLUSION

Based on the findings of this research, it can be concluded that English teachers' performance at SMA Negeri 1 Padangbolak Julu concern in planning and implementing the learning process had able in making syllabus and lesson plan and weak in implementing the learning process. It could be seen from the analysis of all indicators of those two components in which the indicators of planning and implementing are the relevance.

Firstly, the English teachers' performance in pedagogy competence concerning with planning the learning process at SMA Negeri 1 Padang Bolak Julu North Padang Lawas Regency was enough. It could be seen from the result of observation, interview and documents. Some of them did not make their planning by themselves. They made it only for administration requirement. It was found from English teachers' interview. In documents observation, the researcher could make it as real evidence.

Secondly, English teachers' performance in pedagogy competence concern on implementing the learning process at SMA Negeri 1 Padang Bolak Julu North Padang Lawas Regency was enough. It can be concluded from result of questionnaire, observation and interview. They did not teach based on their lesson

plan. They were just focus on textbook. It made the students had low motivation and some of them were uninterested in English. There are no varieties of teaching method in the classroom. They only focused on one method in every meeting; for example they just gave explanation without give the real example, thus make students felt bored and uninterested in English.

IMPLICATION

The result of this research shows that the English teachers got enough score in planning and implementing the learning process. In planning the learning process they got bad performance, it caused a few of them only copying the syllabus and lesson plan from the others. Whereas, the English teacher should fully aware in planning the learning process, and make the syllabus and lesson plan by them. Therefore, the headmaster together with the education institution in that area should do effort in increasing the quality of the English teachers' competence especially in pedagogy competence. Like, the English teachers should be participate in the government training and follow the teachers' competence assessment. It hoped can improve the teachers' competence, and it can give contribute for their performance. At the end if the English teachers have good competence and performance, the learning objectives can be reached and the planning of the learning process based on government regulation can run well.

SUGGESTIONS

Based on the research finding and conclusion of the research, the researcher would like to propose the following suggestions:

1. The English teachers of SMA Negeri 1 Padang Bolak Julu based on findings above got low performance in planning their learning process, therefore they should fully aware that the planning the learning process is important. They should prepare their lesson plan by themselves; and apply it into classroom activity.

2. The headmaster should monitor and support the English teachers when they make lesson plan, and check it before giving signature. Giving rewards for the English teachers who have good planning can be motivate them to do their best and support the other teachers.
3. The other researchers are suggested to conduct a further research on the area English teachers performance at SMA Negeri 1 Padang Bolak Julu to know deeply about the problems facing up by the English teachers and how to solve them.

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