



## **PEDAGOGICAL COMPETENCE OF INDONESIA TEACHER VIEWED FROM THE ANECDOTE WRITING LESSON PLANNING**

### **KOMPETENSI PEDAGOGIK GURU BAHASA INDONESIA DITINJAU DARI PERENCANAAN PEMBELAJARAN KETERAMPILAN MENULIS ANEKDOT**

**Selvia Putri Kumalasari<sup>1</sup>, Budhi Setiawan<sup>2</sup>, Sumarlam<sup>3</sup>**

Indonesian Language Education Master Program

Universitas Sebelas Maret Surakarta

Jl. Ketingan No. 36 Surakarta, Jawa Tengah, Indonesia

Email : [selviaputrikumalasari09@gmail.com](mailto:selviaputrikumalasari09@gmail.com)

Permalink: <http://dx.doi.org/10.24036/ld.v11i2.8054>

Submitted: 12-10-2017

Accepted: 01-12-2017

DOI: 10.24036/ld.v11i1.8054

Published: 15-12-2017

#### **Abstract**

This research describes the pedagogical competence of teachers in arranging lesson plans in the 10th grade of Tour and Travel Business of SMK Negeri 6 Surakarta. The lesson plans prepared by the teachers will give impacts toward the learning practice and also the students' learning result. The approach used in this research is a qualitative approach in a descriptive research. The source of data in this research is the teachers, while the data obtained from the teachers' pedagogical competence are the readiness of the teachers to teach (RPP), sources and teaching materials. The techniques used to collect the data are interview and documentation. Based on the data analysis, the result of this research shows that the lesson plans of Bahasa Indonesia teachers in the 10th grade of Tour and Travel Business of SMK Negeri 6 Surakarta in arranging the lesson plans (RPP) is still not correspond to the component regulated in Permendikbud No. 22, 2016. However, the teachers could access their class by giving the learning method in the form of discussions. It will help the students to solve the problems which appeared in the lesson. The teachers have enclosed learning media to facilitate the students in receiving the learning material. However, the teacher still has not made the RPP in accordance with the correct components. Thus, it can be concluded that the pedagogic competence of Bahasa Indonesia teachers in the 10th grade of Tour and Travel Business of SMK Negeri 6 Surakarta is still not good, because the teacher has not made the lesson plans in accordance with components set by Permendikbud.

**Key words/phrases:** pedagogical competence of teachers, lesson plans, writing skills, anecdote texts.

### **Abstrak**

Penelitian ini menggambarkan kompetensi pedagogik guru dalam menyusun perencanaan pembelajaran di kelas X Usaha Perjalanan Wisata SMK Negeri 6 Surakarta. Perencanaan pembelajaran yang disiapkan guru akan memberikan dampak pada pelaksanaan serta hasil belajar siswa. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif dalam jenis penelitian deskriptif. Sumber data dalam penelitian ini adalah guru, data yang diperoleh dari kompetensi pedagogik guru adalah kesiapan guru mengajar (RPP) dan sumber serta bahan mengajar. Proses pengumpulan data dilakukan dengan teknik wawancara dan dokumentasi. Berdasarkan analisis data, hasil penelitian ini adalah perencanaan pembelajaran guru bahasa Indonesia kelas X Usaha Perjalanan Wisata SMK Negeri 6 Surakarta dalam membuat Rancangan Pelaksanaan Pembelajaran (RPP) belum sesuai dengan komponen yang di atur dalam permendikbud No 22 Tahun 2016. Namun, guru dapat mengelola kelas dengan memberikan metode pembelajaran berupa diskusi, hal ini membantu siswa dalam menyelesaikan permasalahan yang muncul dalam proses pembelajaran. Guru sudah mencantumkan media pembelajaran dalam mempermudah siswa menerima materi pelajaran. Akan tetapi guru masih belum membuat RPP sesuai dengan komponen yang benar. Dengan demikian, dapat disimpulkan bahwa kompetensi pedagogik guru bahasa Indonesia yang mengampu kelas X Usaha Perjalanan Wisata SMK Negeri 6 Surakarta masih belum baik, karena guru belum membuat RPP sesuai dengan komponen yang diatur dalam permendikbud.

Kata kunci/frase: kompetensi pedagogik guru, perencanaan pembelajaran, keterampilan menulis, teks anekdot

### **A. INTRODUCTION**

A teacher is a facilitator in the learning process. This is proven when a learner, without accompanying teacher, cannot receive any instruction to make a conclusion from a learning material. Teacher is not only transfer the knowledge to the student but also is a role model in many things. Teacher's exemplariness can be properly received by the student if the teacher has a good way of communicating. A good communication happens when the interlocutor gives responses so both the speaker and the interlocutor receives information. But the reality is the students often only receive information from the teacher without giving back any responses to the teacher. This becomes a habit in lesson because teacher is seen as a valid source of knowledge and information. This is in accordance to Supardi's (2016, p. 115) in which the teaching process now adays is only happened in one way, teacher to students, lecturers to students, without any exchange between the two. Two-way communication is needed in lesson and this would show the teacher's competence in managing the lesson.

A teacher is not only has extensive knowledge but also has to give the knowledge to the students. This could be seen from their performance in managing the lesson. Teacher's performance could be observed from some components which are planning, implementing, and evaluating the lesson. The result from lesson could be the indicator for achievement of teacher's performance. If the result of the lesson is not adequate, the teacher's performance needs to be evaluated. Evaluating a teacher's performance could begin from helping the teacher to understand and then implement the teacher's competence. Teacher competence according to Cogan

(Sagala, 2008: 209) that: Must have (1) the ability to view and approach educational issues from a global community perspective; (2) the ability to cooperate with others cooperatively and responsibly in accordance with roles and duties in society; (3) the capacity to think critically and systematically; (4) the desire to always improve intellectual ability according to the ever changing demands of the times with knowledge and technology. These four things need to be owned by teachers because the development of technology makes students need to have extensive knowledge. Teachers as facilitators need to have competence as a capital in guiding learners. The competence of teachers relating to knowledge is pedagogic competence.

Therefore teachers need to have these competencies so that the learning process can achieve the learning objectives in accordance with the demands of the times. This is in accordance with Rahman (2014, p. 75), it can be said that to improve the performance of teachers, there is a need to improve the teacher's pedagogical competence and motivation. The teacher needs to improve the pedagogical competence and motivation in managing the lesson which have not achieved the goal of lesson. Competence originated from one self when one behave according to the domain involved to achieve the desired result. Johnson (in Sanjaya 2008, p. 145) said that "Competency as rational performance which save factorial meets the objective for a desired condition". Acting in accordance to expectation could make someone to try to do the best for achieving the desired expectation. If a teacher wants to be a teacher with exemplariness, then the teacher would be well behaved.

Competence of teacher is not only competency, but there is the competence of teacher in act in society. Teacher's competence is mentioned in Indonesian Law No. 14 Year 2005 for Teacher and Lecturer, Government Regulation Number 19 Year 2005 which states that teacher understand, master, and skilled in using new source of learning and mastering the pedagogical competence, personality competence, professional competence, and social competence as a part of teacher competence. The four competences are planned by the government as a compulsory competence which educator must possess. The competence which is used in planning of lesson gravitates towards pedagogical competence. This is because in lesson plans, the teacher planned it by creating lessons plans (RPP) so the ability to master the learning materials and developing the curriculum is needed in this activity. Pedagogical competence of teachers is a teacher's ability in managing the lessons which includes understanding the insight and basis of education knowledge so as having academic and intellectual expertise.

Pedagogical competence is mentioned in National Ministry of Education Regulation Number 16 Year 2007 about Standard of Teacher Competence which includes: (1) Mastering learning theory from the aspect of physical, moral, spiritual, social, cultural, emotional, and intellectual; (2) mastering learning theory and learning principal which is educational; (3) developing the curriculum which related to the lesson supported; (4) organizing educational lesson; (5) make use information and communication technology for the sake of learning process; (6) facilitating the development of learning potential to actualize various potential which one have; (7) Communicating effectively, emphatically, and well-mannered by learning; (8) organizing assessment and evaluation for learning process and result; (9) make use of the assessment and evaluation result for the benefit to learning process; (10) do reflections to improve the quality of lessons. The ten points mentioned before needs to be implemented by a teacher in doing the job as educator. Teachers have to master the characteristics of life from many points of view such as social, emotional, physical, and intellectual.

They also have to be capable to master the learning material which will be taught and also develop the curriculum so it can be used in practice or in the learning process. Teacher is required to be capable of educating the student and facilitate the potential which the students have so that they can channel it according to their talent. Pedagogical competence of teachers tends to be used in lesson plans as the basis for the implementation of learning process in the class. Moreover, the teacher, in the interaction with the student, need a good communication so the study result can be evaluated both by the teacher and students together to conduct reflection for the benefit of improving the quality of students' learning process. Teacher's competence is very important in the learning process because teacher is one of components which control the learning process

National Department of Education (2004, p. 9) mentioned that this competence with the competence of managing the learning process, with the indicator such as; (a) able to plan the organization of learning material, such as able to analyze and spell out the material which is included in the curriculum, able to choose the learning material which is suitable with the curriculum, able to use adequate learning material, etc; (b) able to plan the management of lessons, such as formulating the objective of the lessons which is suitable with the desired competence, choosing the suitable types of strategy/method of learning, deciding the learning steps, deciding the manner of study which can motivate the students, deciding the questions which would be asked to the students, etc.; (c) able to plan the management of class, such as the student's seating arrangement, time allocation, etc.; (d) able to plan the use of media and facilities which can be used to ease the competence achievement, etc. (e) able to plan the model of evaluation for learning process, such as deciding the form, procedure, and scoring device. Lesson plans are made by the teacher because it is considered as the guidance for the teacher to act in learning process.

Teacher in creating lesson plans based it on a syllabus which is used nationwide. Another opinion about pedagogical competence of teacher is from Istarani (2015, p. 171) who stated that in pedagogical competence, a teacher at least has to understand the goal of teaching, the manner of formulating the goal of teaching, in particular choosing and deciding the teaching method in correspond with the desired result, understanding the learning material as good as possible by using various source, the manner of choosing, deciding and using props, the manner of making a test and its usage, and knowledge about other evaluation devices. Teacher's competence has a role in decision making about the lesson plans which would be implemented. Teachers must have competence which can choose everything that is related with the learning process such as method, media, and manner of evaluation

Whether the learning process could achieve its goals is affected by pedagogical competence of teacher. Therefore, pedagogical competence of teachers tends to be used in lesson plans, even though in practice the pedagogical competence would be used in the implementation and evaluation of learning process. However, the learning process begins from the lesson plans as the guidance for the implementation of learning process. Lesson plans created by teacher includes some instances such as creating the flow of lesson from the beginning to finish with regard to learning approach which is chosen in appropriate to basic competence, the learning media which is suitable with the student's condition and the learning material, suitable learning method for the student. Those aspects became a starting foundation in achieving lesson goals. This is in accordance with Martiyono (2012, p. 21) which stated that the activity of planning includes deciding particular goals, policy, program, methods and procedure and scheduled activity. The learning process needs to be

regulated by regarding time allocation so that the teacher competence has needed in the activity of lesson plans. Lesson plans which uses teachers' competence is realized in the form of a document which is lesson plan (RPP).

Lesson Plan became a proof of the implementation of a learning process. According to Permendikbud No. 22 Year 2016 about the standard of basic and intermediate education process explain about lesson plans is designed in the form of Syllabus and Lesson Plans (RPP) which refers to Content Standards (Standar Isi). Lesson Plans includes the preparation of lesson plan and media setup and source of learning, learning evaluation device, and learning scenario. Lesson Plans have phases in its creation. This is explained by Komalasari (2013, p. 3) that creation or setup begins from planning yearly teaching program, semester, and creation of teaching setup. Lesson Plans (RPP) is a face-to-face lesson activity plan for more than one meeting. Lesson Plans is developed from syllabus to direct the students' lesson activity in order to achieve Basic Competence (KD). Lesson Plans are not only is as teachers' administration but also a scenario of learning process. Every learning process will have different setup, implementation, and evaluation. This is because every subject has their own characteristics. Some subjects use cognitive aspects, while others may uses psychomotor aspects.

Lesson plan in this research has basic competence achievement related to the attitude, knowledge, and skill aspect. The three aspects being assessed have similiar percentage, therefore they need to be concerened by the teacher. This research analyzes lesson planning in Indonesian language subject grede X of vocational school. In Indonesian language subject grade X of vocational school there is a basic competence about text writting, therefore the student should have writting skill. Every student have different level of skill, the teacher therefore needs to have the competence of managing the class with skill. Everyone's skill is originated from the experience they have so by doing something in turn they will get experience and become the skill. Tarigan (2008, p. 3) support this by stating that the writing skill will not automatically exist, but it has to be gained through a lot of training and practices. One thing if done again regularly will become a good thing.

Indonesian language lesson has linguistic skills such as writing, reading, speaking, and listening skill. The four skills use language as the media. Hadley (2001), stated that "language is a set of sounds by means of which feelings, thoughts and sentiments are conveyed to other human beings". Therefore, language became an important matter which has to be mastered by a human being. One of the skills which could express communication through language is writing skill. Writing is a complex skill, because the activity of writing can be done with the aspects of reading, listening, and speaking. This is supported by Saddono and Slamet (2010, p. 140) who stated that writing skill could only be mastered after mastering three other language skills. If a student has a high level of reading habit then there would be much knowledge possessed that could ease expressing idea or thought which is based on the right knowledge.

Writing activities can provide information to others, therefore there is a product that results from writing activities in the form of writing. Writing result of this writing activity as a means to convey something therefore writers can express ideas or feelings according to wish. As Clabough (2014) says, all writing is autobiographical. In effect, everyone can share his wonderful life experience with others, and he can write from his unique knowledge of his own experience. but writing requires skills so that the ideas you want to write can be meaningful. Writing becomes a complicated activity because it related some language skills. Jufri (2016. p

63) Writing is skills that can be learnt by practice. It is learnt through series of steps, and seldom at one sitting. The activity of writing is not only writing what has been listened, but also developing ideas about a known thing so that it could create a new idea which is consistent with the initial objective of the idea. Therefore, it can be said that this is a complex activity because writing needs developed ideas to create new theories. This is in accordance with Daeng Nurjamal and Warta Sumirat (2010, p. 4) who stated that writing is a complex skill. Writing is not only expressing about what is inside one's mind but also based on the existing and proven theory or knowledge.

Writing can also be considered as a device for communication. Giving message to other person can be done by writing such as letters. Suparno and M. Yunus (2003, p. 3) stated that writing could be defined as activity of exchanging message (communication) by using written language as the media. One of writing activity which learned in Vocation School is writing anecdote. This is mentioned in Permendikbud No. 24 Year 2016 which regulates about the structure of curriculum. Basic Competence which included in the subject of Bahasa Indonesia of 10<sup>th</sup> grade second semester among others are KD 3.6 which analyze the structure and language of anecdote and KD 4.6 which creating anecdote with regard to structure and language whether spoken or written. Anecdote is a new kind of text in subject of Bahasa Indonesia, which is why it needs to be introduced to the student. Anecdote is a text which contains satire but packed with humor or fun.

Anecdote could attract student to read. Anecdote contains interesting things by bringing out characteristic or oddity. Anecdote could also contain irritating or silly event experienced by its participant. The feeling of irritated and silly is a crisis which faced with conflicting reaction such as comfortable and uncomfortable, satisfied or frustrated, achieved or failed (Maryanto, 2013, p. 112). A story which irritated its reader could make the reader understand the characteristic of the story's character so they could receive the message of what satire is delivered in the text. Satire which is intended for famous people give a message to the reader to not do the bad things which is done by the character in the story. This is supported by Basiran (2013, p. 2) who stated that anecdote is a relatively short narrative which contain humor, such as silliness, misunderstanding, misheard, ignorance, arrogance, self-inflicted accident, etc. Anecdote, besides being a satire, is a text which only entertains its reader. For example a text which tells about a person misheard an instruction until the person do what is not supposed to do. Story like that only entertain its reader without satirize a famous person.

From the opinion mentioned above, it can be concluded that anecdote is a text which contain a story about famous person with the intention to satirize and packed with humor. The lesson about anecdote in Vocational High School makes the student required to be skilled in writing anecdote. However, the students' skill cannot be separated from the teacher's capability to teach. Teacher's competence must be possessed as provision to achieve the goal of education. Teacher's competence which is needed in lesson plans lean to the pedagogical competence. Pedagogical competence of teacher is desired to make the lesson goes well because of teacher well-done planning.

## **B. RESEARCH METHODS**

This research uses qualitative research approach. Moleong (2011, p. 6) stated that qualitative research is a research which intended to understand about the phenomenon which is experienced by the subject of the research such as behavior, perception, motivation, action, etc. holistically, and by describing in words and

language, in a scientific specific context and by making use of various scientific method. The data in this qualitative research obtain from observation and document analysis. The instrument which is used in this research is the lesson documentation to record and noting the phenomenon of research subject. The process of data collection is done by interviewing and documentation. The interview is done unstructured. Moleong (2011, p. 191) stated that unstructured interview is more free rhythm in terms of time, asking, and giving responses. The result of the research is used as the guidance for the researcher in taking the data of comment and teacher competence.

### **C. RESULT AND DISCUSSION**

This research analyzed the document lesson plans which have been made by Bahasa Indonesia teacher in two meetings. The object of this research is Indonesia teacher in SMK Negeri 6 Surakarta . Teacher of class X SMK Negeri 6 Surakarta named Murtini, S.Pd. Became the subject of this research because she teaches in Vocational High School which appointed by the Government of Surakarta . She also teaches in the 10<sup>th</sup> grade. That is why she is chosen as the subject of research about pedagogical competence of teacher in lesson plans of anecdote writing skill.

This research focuses on pedagogical competence of teacher in lesson planning which is creating lesson plans. Lesson plans generally needs pedagogical competence, because pedagogical competence requires the teacher to understand about the goal of lessons, the way to formulate the goal of lessons, specifically choosing and deciding the lesson method according to the desired goals, understanding the learning material as good as possible by using various sources, how to choose, decide, and use the props, how to create test and use it, and knowledge about other evaluation devices. Those are some of the component which constructs the lesson plans.

These are the components of lesson plans which regulated by Permendikbud No. 22 Year 2016: (a) the identity of the school which is the name of education division; (b) the identity of th subject or the theme/sub-theme; (c) class/semester; (d) main material; (e) time allocation decided based on the needs to achieve Basic Competence and learning burden by considering the number of lesson hour which is provided in the syllabus and the required Basic Competence achieved; (f) the goal of lesson which formulated in Basic Competence, by using operational verb which can be observed and measured, which includes attitude, knowledge, and skill; (g) basic competence and indicator of competence achievement; (h) learning material, creating relevant fact, concept, principal, and procedure, and written in form of points according to formula of competence achievement indicator; (i) learning method, used by educator to create learning atmosphere and process which makes the student achieve Basic Competence which correspond with the students' characteristics and achieved basic competence; (j) learning media, in the form of learning process aids to deliver the learning material; (k) learning source, in the form books, printed and electronic media, surrounding nature, or other relevant learning source; (l) the lesson steps done from introduction, core, to closing; and (m) the evaluation of lesson result. From the component above, the lesson plans which have been made by Bahasa Indonesia teacher in SMKN 6 Surakarta can be analyzed. This is the table of analysis of pedagogical competence of Bahasa Indonesia teacher.

Table 1 Analysis of Lesson Plans components of Bahasa Indonesia teacher according to Permendikbud No 22 Year 2016

No	Lesson Plans Components	Present	Not Present
1	The identity of the school which is the name of education division	√	
2	The identity of th subject or the theme/sub-theme	√	
3	Class/semester	√	
4	Main material	√	
5	Time allocation decided based on the needs to achieve Basic Competence and learning burden by considering the number of lesson hour which is provided in the syllabus and the required Basic Competence achieved	√	
6	The goal of lesson which formulated in Basic Competence, by using operational verb which can be observed and measured, which includes attitude, knowledge, and skill	√	
7	Basic competence and indicator of competence achievement	√	
8	Learning material, creating relevant fact, concept, principal, and procedure, and written in form of points according to formula of competence achievement indicator		√
9	Learning method, used by educator to create learning atmosphere and process which makes the student achieve Basic Competence which correspond with the students' characteristics and achieved basic competence	√	
10	Learning media, in the form of learning process aids to deliver the learning material	√	
11	Learning source, in the form books, printed and electronic media, surrounding nature, or other relevant learning source	√	
12	The lesson steps done from introduction, core, to closing	√	
13	The evaluation of lesson result		√

From the analysis, the lesson plans which made by the Bahasa Indonesia teacher in SMKN 6 Surakarta have not matched with the regulation from Permendikbud No. 22 Year 2016. The Lesson Plans components which made by the government have not followed well by the teacher. In the component of learning material which contain fact and concept is not present in the lesson plans, then evaluation component in the lesson plans only contain question as the task but there are no evaluations. Teacher only write in evaluation part which is inside the lesson book. After the interview with the teacher, the teacher actually has her own decision about the matter. The teacher has a material book which suggested by the government as a guidance in teaching the class. The book is equipped with evaluation component, which is why the teacher wrote in lesson plans that evaluation device part is present in lesson book. However, it is better if the lesson plans provide the evaluation completely.



Lesson Plans are arranged as guidance in implementing learning in the class. Another analysis in arranging the Lesson Plans in this research the teacher has put the main competence, basic competence, indicator, desired goal of the lesson in the lesson. The step of lesson in Lesson Plans has been elaborated in sequence by the class' teacher, beginning from introductory activity, main activity, and final activity. In lesson plan, the methods which used by the teacher have been varied such as discussion and not only lecturing, the media which used by the teacher have also varied, such as lesson video. It is why the lesson plans which created by the teacher is not completely flawed or error

From the Lesson Plans analysis above, it is known that the pedagogical competence of Bahasa Indonesia teacher in planning lesson is yet still not good enough because there are some Lesson Plans component which is not correspond with the component regulated in Permendikbud No. 22 Year 2016 which is implemented in the school's curriculum. The competence in this lesson plans lean to pedagogical competence because it concerns how the teacher plan, arrange, and manage the lesson. Based on the data on report above, it is known that the teacher competence in planning lesson in 2013 Curriculum is not good enough because it still not fully correspond to Permendikbud No. 22 Year 2016 which regulates about lesson planning. However, the teacher has shown the capability in arranging lesson plans. This can be seen from the Lesson Plans which has been made by the teacher which shows in the Lesson Plans, the teacher has made the lesson phases which adequately contextual, wrote the use of teaching media, wrote the use of approach and method of lesson in allocated time which will be held in specific time to achieve the decided goals. AD. Rooijackers (in Istarani, 2015, p. 13) stated that "the lesson process is the path student must pass to understand one thing which is unknown before", by implementing good planning and supported by good competence of teacher, the goal of lessons would be achieved.

Pedagogical competence of teacher is needed in arranging Lesson Plans, the teacher first has to observe the characteristics of the student that would be handled and how to choose the model, method, and phase of the lesson so that the lesson would become active, creative, and fun. Moreover, other thought about pedagogical competence of teacher also uttered by Jejen Musfah (2011, p. 32) which stated "a good teacher understand that teaching is not only talk, and learning is no only listening. An effective teacher able to show what they want to teach, but also how the student could understand and use the new knowledge and skill". From the thought above, it can be conclude that pedagogical competence of teacher can be seen from the teacher's planning when implementing lesson. The pedagogical competence of Bahasa Indonesia teacher in SMKN 6 is still not good enough because it does still not correspond with the component regulated in Permendikbud No. 22 Year 2016. However, there are not many mistake found in the teacher in arranging the Lesson Plans. The mistakes are only in two components which are no learning material which contain concept and fact and also the evaluation.

#### **D. CONCLUSION**

Based on the researched pedagogical competence of teacher, the teacher has not made a lesson plans which is correspond with the Lesson Plans component regulated in Permendikbud No. 22 Year 2016. However the teacher is able to choose the learning material which is correspond with the basic competence for the lesson meeting. The teacher could manage the class by giving a learning method in the form of discussion; this can help the student in solving the problems which occurs in the

learning process. The teacher has put the lesson media to ease the student in receiving the learning material. Therefore, it can be concluded that the pedagogical competence of Bahasa Indonesia teacher for 10<sup>th</sup> grade of Tourism Program in SMKN 6 Surakarta is still no good.

## REFERENCES

- Basiran, M., Maskurun., Mulyono., Purwantaka, R. (2013). *Bahasa Indonesia 1a smk/mak dan sma/ma*. Yogyakarta: LP2IP.
- Clabough, C. (2014). *Creative writting*. New York: Penguin Group (USA) Inc.
- Departemen Pendidikan Nasional. (2004). *Standar kompetensi guru*. Jakarta: Depdiknas.
- Departemen Pendidikan Nasional. (2005). *Undang-undang nomor 14 tahun 2005 tentang guru dan dosen*. Jakarta: Depdiknas
- Departemen Pendidikan dan Kebudayaan. (2007). *Peraturan menteri pendidikan nasional nomor 16 tahun 2007 tentang standar kompetensi guru*. Jakarta: Depdikbud
- Departemen Pendidikan dan Kebudayaan. (2016). *Peraturan menteri pendidikan nasional nomor 22 tahun 2016 tentang standar proses pendidikan dasar dan menengah*. Jakarta: Depdikbud.
- Hadely, A. O. (2001). *Teaching language in context* (3rd Ed). Singapore: Heinle. Heinle Thomas Learning.
- Istarani. (2015). *Ensiklopedia pendidikan jilid 1*. Medan: Media Persada.
- Jufri. (2016). Teaching speaking and writing at junior and senior high schools as demanded by curriculum 2013. *Lingua Didaktika*, 18 (1), 60-73.
- Komalasari, K. (2013). *Pembelajaran kontekstual*. Bandung: Refika Aditama.
- Martiyono. (2012). *Perencanaan pembelajaran*. Kebumen: Aswaja Pressindo.
- Maryanto. (2013). *Buku guru ekspresi diri dan akademik*. Jakarta: Pusat Kurikulum dan Perbukuan Balitbang Kemdikbud.
- Moleong, Lexy J. (2011). *Metodologi penelitian kualitatif*. Bandung: Rosdakarya.
- Nurjamal, D & Sumirat, W. (2010). *Penuntun perkuliahan bahasa Indonesia untuk memandu acara: mc-moderator, karya tulis, akademik, dan surat menyurat*. Bandung: Alfabeta.
- Rahman. (2014). Profesional competence, pedagogical competence and the performance of junior high school of science teachers. *Journal of Educational and Praticice*, 5 (9), 75-80.

- Saddhono, K. & Slamet, St. Y. (2010). *Meningkatkan keterampilan berbahasa Indonesia teori dan aplikasi*. Surakarta: FKIP UNS.
- Sagala, S. (2009). *Kemampuan profesional guru dan tenaga kependidikan*. Bandung: Alfabeta
- Sanjaya, W. (2008). *Perencanaan dan desain sistem pembelajaran*. Jakarta: Kencana Prenada Media Grup.
- Supardi. (2016). Pengembangan paket strategi pembelajaran aktif. *Jurnal Teknologi Pendidikan, Vol.18 (2)*, 115-127.
- Suparno & Yunus, M. (2003). *Keterampilan dasar menulis*. Jakarta: UT
- Tarigan, H. G. (2008). *Menulis sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.