

**AN ANALYSIS OF TEACHERS' PEDAGOGICAL COMPETENCE
IN TEACHING ENGLISH AT SEVENTH GRADE OF
THE SECOND SEMESTER OF MTSN 1 WAY KANAN
IN THE ACADEMIC YEAR OF 2020/2021**



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ABSTRACT

The research aims to know the pedagogical competence of in Teaching English at the Seventh Grade students of MTsN 1 Way Kanan and to analyze the teachers' pedagogical. This research used Descriptive qualitative in acquiring the result of observation, interview and questionnaire which was used to find the teachers' pedagogical competence in Teaching English that affected teachers in teaching English. which aims to find out the teachers pedagogic competence in learning English of Seventh grade students of MTsN 1 Way Kanan perception. The subject of this research were the consist of 2 teachers the English teachers of MTsN 1 Way Kanan at Seventh grade of MTsN 1 Way Kanan which consisted of 56 students and. the sample of the research consisted of 56 students which were taken randomly, 5 students of each class and the sample of teachers were 2 teachers.

There were three kinds of instruments in this research; they were observation, interview, and questionnaire. The observation was used to see the process of teaching English and learning English in the class, and the interview was used to find out the teachers pedagogic competence in teaching English at the seventh grade of MTsN 1 Way Kanan. Also, the questionnaire was used to know how was the seventh grade students' of MTsN 1 Way Kanan perception on teachers' pedagogic competence in teaching English.

The findings of this research showed that observation result teacher pedagogic competence still low with 7 indicators of pedagogic competence and the score of teachers' pedagogical competence in teaching English were 26 including low category. In addition, the teachers' pedagogic competence were not good in teaching English at the seventh grade students of MTsN 1 Way Kanan. Based on the results of this research, the researcher suggested to the teachers that they should try to improve their strategy and competence when teaching in the class. In addition, they also should use some interested method so that the students can be more interested in learning English.

Key Word : Competence, Pedagogic, Teacher



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A thesis entitled: **AN ANALYSIS OF TEACHERS' PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH AT SEVENTH GRADE OF THE SECOND SEMESTER OF MISN 1 WAY KANAN IN THE ACADEMIC YEARS OF 2020/2021**, by : **KHOLID ALQODRI NPM 1411040281**, Study program English education was tested defended in the examination session in held on: Thursday, 24th June 2021.

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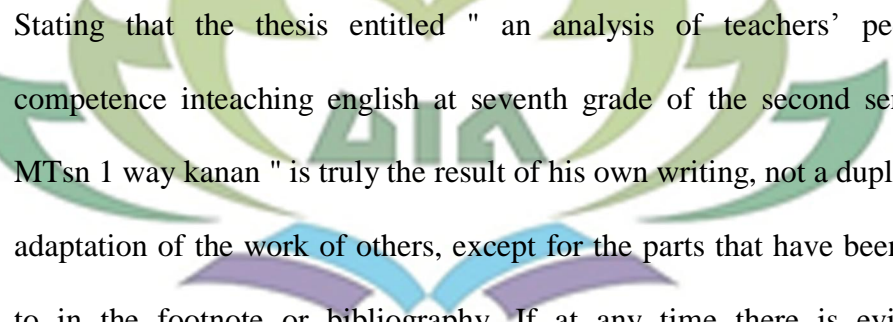
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Stating that the thesis entitled " an analysis of teachers' pedagogical competence inteaching english at seventh grade of the second semester of MTsn 1 way kanan " is truly the result of his own writing, not a duplication or adaptation of the work of others, except for the parts that have been referred to in the footnote or bibliography. If at any time there is evidence of irregularities in this work, the full responsibility lies with the authors.

Thus this statement letter I made so that it can be understood.

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MOTTO

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ¹

Tolabul ilmi faridhotun ‘alaa kulli muslimin

Mencari ilmu itu wajib bagi setiap orang muslim.
Seeking knowledge is obligatory for every Muslim.



¹ Ibnu Singorejo, mafhudzot tentang ilmu, jakarta : Pesantren.com, 2020

DEDICATION

Praise and gratitude I pray to Allah SWT who has given mercy and guidance to me, so that this thesis can be completed. As a sign of devotion and respect and gratitude, I dedicate this work to the people I love and care about who always give me endless support and always give me advice that can raise my spirit to finish my studies and get a degree I present to:

1. His beloved parents, Mr. Hi. Syamsudin Tibar and Mrs. Maria Ulfa Who have raised me with great love and patience in educating me until now, guiding, financing education, encouraging and always praying for us.
2. His Brother Sadri, Salman and my sister Suhaibah, Melda, Permata and the big family of our parents Hi. Syamsudin and Maria Ulfa and all my dear friends in arms.
3. His beloved Rosa Adiola who has been patient and loving in supporting all processes and always praying for me
4. His beloved almamater, Raden Intan State Islamic University, Lampung.

CURRICULUM VITAE

Kholid Alqodri, was born in Way Kanan on September 19, 1994, the son of Six of Seven children of Mr. Hi. Syamsudin Tibar and Mrs. Maria Ulfa.

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Hopefully all the goodness that has been given sincerely is recorded as an act of worship by his side and rewarded by Allah SWT. The researcher expects input and constructive criticism for this thesis. Hopefully this thesis can be useful for writer in particular and readers in general. Amen.

Bandar Lampung, June 2021
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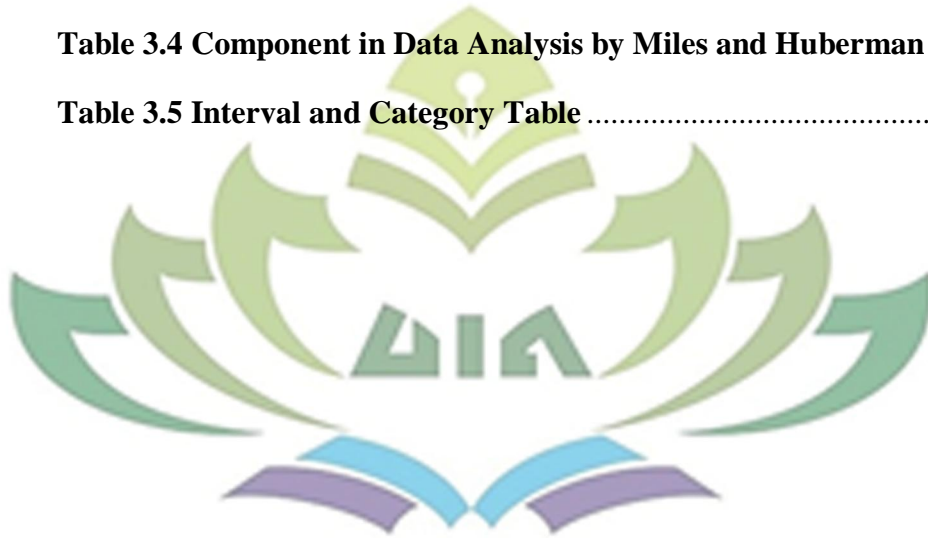
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CHAPTER I INTRODUCTION

This chapter discusses the background of the research. It consists of seven parts namely background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significance of the research, and scope of the research.

A. Background of the problem

Teachers have a role as the spearhead in forming a quality future generation of the nation, teachers must have the ability and high professional attitude so that they can work seriously in educating students to be quality. Therefore, teachers in the field of education can improve educational work performance, namely the quality of students, both psychologically and mentally and spiritually. The formation of professional abilities and attitudes of teachers is not easy, it is not certain that the formation of professional abilities of teachers will also determine professional attitudes, because many factors determine it. Even though teachers have been educated in the field of education, these professional abilities and attitudes are not automatically formed immediately.

Increasing teacher professionalism must be carried out not only by the government but from the teachers themselves must also have a strong will to be more professional so that the goals of national education can be achieved as stated in the Teacher and Lecturer Law explaining that teachers are professional educators with the main task of educating and

teaching. Guiding, directing, training, assessing and evaluating students in the formal education pathway, as well as in primary and secondary education including early childhood education. Therefore, any improvement efforts undertaken to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers who have good pedagogical competency capabilities.²

Usman states that the characteristics of professional teachers include having educational competence, fulfilling their role, having a noble personality, helping students in generating positive attitudes, understanding educational barriers. In addition to teacher professionalism, the competency side is the main component that must be owned and determines the success of the learning system that will be carried out later.³ This means that the teacher strives to be capable and able to carry out the entrepreneurship as an educator and is also able to account for it.

Based on the description above, the future goal to be achieved through this research is an analyze the competence of MTsN 1 Way Kanan teachers to become a teacher who understands well and correctly in managing learners' learning and to analyze pedagogical competencies that they already have and later on performance teachers will be following the demands of the Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies can be achieved as well as the teacher's understanding of learning

² Mulyasa(2007;7)

³ Moh. Uzer Usman as profesional teacher, 1995 p.7

development strategies that measure against pedagogic competency indicators that are owned.⁴

One mandatory aspect that must be possessed by teachers is competence. According to the Law of the Republic of Indonesia No. 14/2005 concerning Teachers and Lecturers article 10 paragraph 1, "Competencies that must be mastered by teachers include at least pedagogical competencies, personality competencies, social competencies and professional competencies obtained through professional education."⁵

Competencies that must be owned by a teacher following their respective fields of expertise to become a professional teacher, and continue to improve mastery of these competencies so that in the future English teachers will not be awkward facing students with all kinds of problems. This is because competent teachers will be better able to create an effective, fun learning environment and will be better able to process their classes, so students can learn optimally.

The results of observations at MTsN 1 Way Kanan, the researcher found noisy classroom atmosphere, lack of communication, and approach when learning English which results in students being unfocused and passive. The lack of understanding of pedagogical competence of teachers can be seen when learning is only done by sending material and writing material on the board. This of course will cause boredom from students so that students do not concentrate on receiving the material. Meanwhile,

⁴ Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher.

⁵ Nur Irwantoro dan Yusuf Suryana, p.2.

other matters that haven't all MTsN 1 Way Kanan teachers have not been able to implement it curriculum-based learning, Students are less involves in the learning process, the motivation of learning of students in low English subjects. Teachers are still less effective in assessing students.

The researcher also sees the imbalance of teachers in teaching fields of study, then it creates irrelevance in the application of the field of study studied or taken during lectures with the material being taught, although both are derived from education.

In this research, the researcher focuses on pedagogical competence, because basically, pedagogical competence is the ability of teachers in theoretical mastery and its application process in learning. Pedagogic competence consists of seven competencies, namely, mastering the characteristics of students, mastering learning theories and learning principles that educate, curriculum development, learning activities that educate, the development of students' potential, communication with students as well as assessment and evaluation.⁶

Pedagogical competence is a specific competency, which will differentiate teachers from other professions and will determine the level of success of the learning Pedagogical competence is a specific competency, which will differentiate teachers from other professions and will determine the level of success of the learning process and student learning outcomes.

⁶ Permendiknas. Direktorat jenderal peningkatan mutu pendidikan dan tenaga kependidikan. 2010. Pedoman pelaksanaan penilaian kinerja guru (PK Guru). Jakarta.bermutuprofesi.org.

Considering the importance of the teacher's pedagogical competence in the learning process, the researcher is interested in conducting researching an effort to find out more about the implementation of the pedagogical competency indicators of English teachers in MTsN 1 Way Kanan. So the researcher takes the title, "An Analysis of Teachers Pedagogical Competence in Teaching English at the seventh grade of the second semester of MTsN 1 Way Kanan at the academic year 2020/2021".

B. Identification of Problem

Based on the problems which have been explained in the background of the research, some problems which emerge related to the research can be identified as follows:

1. Student learning motivation in English subjects is under average, so that student learning outcomes are low.
2. Lack of communication and teacher approach with the student.
3. Irrelevance of the teacher in applying of knowledge possessed.

C. Limitation of the Research

Dealing with the identification of the problem, so as not to deviate from the problem and to remember the limitations of knowledge and the ability of researcher. The researcher limits on analyzing pedagogical competence of class seventh grade at MTsN 1 Way Kanan on English subject.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher would like to state the problem as follows “How is the pedagogical competence of English Teachers at the seventh grade of the first semester of MTsN 1 Way Kanan”?

E. Objectives of the Research

Based on the problem formulation that has been described. The purpose of this research is "To find out the pedagogical competence of English teachers in MTsN 1 Way Kanan".

F. Significance of the Research

The benefits of this research are:

1. Theoretical Benefits Providing information about the pedagogical competence of teachers in MTsN 1 Way Kanan to then be used as a reference for further research.
2. Practical Benefits
 - a. For teachers, as input for teachers in efforts to improve the quality of English learning and encourage teachers to further improve learning management.
 - b. For students, can increase student motivation to learn, so that learning outcomes increase.
 - c. For schools, as research contributions in efforts to improve the quality of education in the future.

- d. For researchers, to increase the repertoire of knowledge about the pedagogical competence of teachers and to be able to apply the knowledge that researcher have gained during lectures.

G. Scope of the Research

The scope of the research as follows:

1. Subject of the research

Subject of the research was the English teachers of MTsN 1 WayKanan.

2. Object of the research

Object of the research is pedagogical competence for teacher English.

3. Place of the research

The research was conducted in MTsN 1 Way Kanan.

4. Time of research

Time of the research was conducted at second semester of the seventh grade in the academic year of 2020/2021.

CHAPTER II REVIEW OF LITERATURE

In this part, some terms are explained based on some theories. They are teacher competence, pedagogic competence, teacher pedagogic competence, and teacher. Each of them consists of sub-terms that support the explanation.

A. Teacher Competence

1. Definition of Teacher Competence

The concept of competency has been applied in the school's curriculum in Indonesia in the early twenty-first century. Competency includes knowledge, attitude, and skill. The integration of competency through curriculum has given a new perspective to the education world in Indonesia. Such a curriculum is labeled specifically as a Competency-Based Curriculum. Traditionally, the curriculum has always been labeled by the year of its promulgation.

Competence in Indonesian is absorption from English, competence which means proficiency or ability. Competence is a collection of knowledge, behavior, and skills that teachers must possess to achieve learning and educational goals. Competence is obtained through education, training, and independent learning by utilizing learning resources.¹

Wina Sanjaya states that competence is a combination of knowledge, skills, values and attitudes that are Wina Sanjaya states that competence is a combination of knowledge, skills, values, and attitudes that are reflected in habits of thinking and acting. In the teaching system, competence is used to describe professional abilities, namely the ability to demonstrate knowledge and

¹Jejen Musfah, *Improving Teacher Competence: Through Training and Learning Resources for Theory and Practice*, (Jakarta: Kencana, 2011), Cet. 1st, p. 27.

conceptualization at a higher level. This competence can be obtained through education, training, and other experiences according to the level of competence.²

The meaning of competence from the point of view of the term covers various aspects, not only related to physical and mental aspects but also spiritual aspects. Mulyasa stated that teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities form teacher professional standard competencies, which include mastery of the material, understanding of students, educational learning, personal development, and professionalism.³

Based on the explanation above, it can be concluded that competence is an ability that a person has and consists of knowledge, attitudes, and skills, where these three aspects can be realized in real work results and are beneficial to himself or the surrounding environment. These three aspects in practice cannot be separated from each other, but are interrelated and influence one another. Besides, these three aspects must be taken care of properly, because a person's physical, mental, and spiritual condition greatly affects his work results.

According to Charles in Mulyasa states "competency as a rational performance which satisfactorily meets the objectives for desired conditions" (competence is rational behavior to achieve the required goals according to the expected conditions). Meanwhile, Broke and Stone, quoted by Mulyasa, states that teacher competence is a descriptive of qualitative nature of teacher behavior appears to be entirely meaningful "Teacher competence is a qualitative description of the meaningful nature of teacher behavior".⁴

² Sanjaya Wina, Planning and Design of Learning Systems, (Bandung: Prenada Media Group, 2008), p. 133

³ E. Mulyasa., p. 26.

⁴ E. Mulyasa. Teacher Competency Standards and Certification (Bandung: PT. Rosdakarya, 2008), Cet. 3, p. 25.

Competence is a major component of the standard profession in addition to the code of ethics as a regulation of professional behavior stipulated in the procedures and supervision system certainly. Competence is interpreted as effective behavioral devices related to exploration and investigation analyze and think about, and provide attention, and perceiving someone finding ways to achieve certain goals effectively and efficiently. Competence is not the endpoint of an effort but a process that develops and lifelong learning.

From some definitions above, the definition of competence in this research is a set of mastery of abilities, skills, values, and attitudes that must be owned, lived, and controlled by the English teacher that comes from education and experience that can perform their teaching duties in a professional manner.

2. Concept of Competence

There are concept competence According to Law Number 14 of 2005 about teachers and lecturers article 1 paragraph 1 explained that: "Competence is a set of knowledge, skills, and behavior that must be possessed, lived, and mastered by teacher or lecturer in carrying out the task professionalism." as above can be described as follows:

- a. According to Gordon as quoted by E.Mulyasa explained several aspects or areas of being contained in the concept of competency as follows:
- b. Knowledge (Knowledge); awareness in the field cognitive, for example, a teacher knows how to identify learning needs, and how do learning .to learners accordingly by necessity.
- c. Understanding; namely cognitive depth and effective owned by individuals, for example, the teacher who will carry out learning must have a good

understanding of the characteristics and the condition of the students, to be able to carry out effective and efficient learning

- d. Ability (Skill); is something that an individual has to carry out the tasks or work that are charged to her. For example the teacher's ability to have and make simple props give ease of learning to students.
- e. Value (Value); is a standard of behavior that has been believed and psychologically united in a person. For example the standard of teacher behavior in learning (honesty, openness, democracy, etc).
- f. Attitude; is a feeling or reaction to something stimuli that come from outside. For example reaction towards the economic crisis, the feeling of an increased wage.
- g. Interest (Interest); is one's tendency to do something deed. For example interest for learn or do something.⁵

The explanation above shows that competency is not only limited to ability but includes understanding, knowledge, abilities, values, attitudes, and interests. Everything must be mastered by the teacher, as a form of his professionalism as a quality educator.

From this, it can be seen that the difference in the point between the teaching profession and other professions lies in their duties and responsibilities. These duties and responsibilities are closely related to the ability required to carry out the profession. The ability that basis is nothing but the competency that must be possessed by a teacher.

From the various meanings above it can be concluded that teacher competency is a set of knowledge, skills, and behaviors that must be

⁵ E. Mulyasa, Competency-Based Curriculum, (Bandung:Youth Rosdakarya, 2006), p. 38-39.

possessed, internalized, and mastered by teachers or lecturers who are a blend of observable knowledge and abilities, and measured related to exploration, investigation, analysis, think about, and give attention and provide perceptions that drive someone.

3. Kind of Teachers Competence

Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, that "Competencies that must be mastered by teachers at least include pedagogic competence, personality competence, social competence and professional competence obtained through professional education".⁶

Main competence the four teacher competencies as above can be described as follows:

1) Pedagogic competence

Pedagogic competence is the ability of teachers to manage learning, at least includes:

- a) Understanding of insight or educational foundation
- b) Understanding of students,
- c) Curriculum / syllabus development
- d) Learning design
- e) Implementation of educate and dialogical learning
- f) Utilization of learning technology
- g) Evolution of learning processes and results
- h) Development of students to actualize various potentials they have

⁶ The Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers

2) **Personality competencies**

Personality competencies are competencies that include the personality abilities possessed by a teacher. Everybody clearly has different personalities, and that is a human nature.

3) **Social competence**

Social competence is a competency that can be seen from how a social teacher and collaborates with students or other teachers. Social competencies that must be mastered by teachers include: how to communicate verbally and in writing, how to use communication and information technology functionally, interact effectively with students, fellow educators, educational staff, parents / guardians and socialize politely with the surrounding community.

4) **Professional competence**

Professional competence is competence which includes mastery of the material, extensive and deep learning. The success of this competency can be seen from the extent to which the ability of teachers to follow the development of science that is always dynamic. A teacher must also understand the concepts, structures, and teaching methods in the classroom. Because the teacher's professional attitude in teaching and learning activities is absolute.⁷

From the explanation above, the researcher concludes there are to kinds of competence that can be categorized based on division of the ability in teaching. The four competencies above are holistic and integrative in performance teacher. Therefore, the whole figure of teacher competence includes: (1) Introducing students in depth; (2) Mastery of the field of study

⁷ Enar Ratriany Assa, *Strategy of Learning*, Yogyakarta : Araska, 2015,p.29-35.

both disciplines (disciplinary content) and teaching materials in the school curriculum (pedagogical content); (3) Organization of teaching and learning which includes planning and implementing learning, evaluating processes, learning outcomes, and follow-up for improvement and enrichment; (4) Development of personality and professionalism on an ongoing basis.⁸

B. Pedagogical Competence

1. Definition of Pedagogic Competence

The main competency must be possessed by teachers so that learning is carried out effectively and dynamically is pedagogical competence, the teacher must learn to their full potential to master this pedagogical competence in theory and practice. From here, change and progress will occur rapidly and productively.

The concept of pedagogical competence is used as a national education standards, the explanation of article 28 paragraph 3 point (a) is the ability to manage student learning which includes an understanding of students, the design and implementation of learning, evolution of learning outcome, and development of students to actualize the various potentials they have.⁹

Etymologically, pedagogic comes from the Greek word "paedos" which means boy, and "agogos" means to lead, guide. pedagogic is the ability to process learners' learning which includes understanding of students, design, implementation, learning, evaluation of learning outcomes and development learners to actualize the various potentials they have.¹⁰

The word pedagogic / pedagogic can be replaced with science educate, namely all the knowledge and sciences assist / supporting studied for educational

⁸ Jamal Ma'mur Asmani 7 Teachers Competence p, 42-45

⁹ Jamal Ma'mur Asmani 7 Teachers Competence . p, 39

¹⁰ Pedagogical Competencies for Teacher Performance and Improvement in the Context of Implementing the National Curriculum, (Surabaya: Genta Group Production, 2016), p.3.

purposes (knowledge educate) the same as educational theory; while pedagogic is the art of students or all the skills that we use to educate children.¹¹ So, we need to understand educational theory, as such what Burhanuddin said was that we need to understand theory education, because with the educational theory it will provide benefits in terms of:

- a. Give direction and goals which will be achieved;
- b. To minimize errors in practice, on the basis of theory education, it is known what is allowed and what is not can be done;
- c. It functions as a measure to what extent we have succeeded in carrying out our duties in education. "¹²

Although we have understood various educational theories, we are should not assume that we have a prescription for carrying out duties in education. Education is not known as a definite recipe, because the most important thing in education is the personality and educational creativity.

Furthermore, it can be concluded that pedagogical competence is the ability to manage learning as well as the theoretical mastery ability and its application process in learning. In this case pedagogical competence is a competency that must be possessed by a teacher, without pedagogical competence the teacher cannot perform his profession effectively and optimally.

2. Purpose and Function of Pedagogic Competencies

Teacher pedagogical competencies have the following objectives and functions:

- a. Helping students develop intellectually, socially, physical, and emotional.

¹¹ *Ibid.*, p.5-6.

¹² Burhanuddin Salam, Introduction to Pedagogy (Basics of Education), (Jakarta: Rineka Cipta, 1997), p. 3.

- b. Increase students' self-impression (images self)
- c. Provide opportunities for success.
- d. Carry out active learning.
- e. Strengthening exploration.
- f. Provides security.¹³

If we look at the purposes and functions described above, then it can be said that with the application of competence pedagogical by the teacher the expected educational goals school can be achieved well.

C. Teachers' Pedagogic Competence

Teachers have broad influence in the world of education. Teacher is the executive of education administration that responsible education can take place well. Therefore, the teacher must have competence in teaching. Pedagogic competence is one of the competencies that must be possesses by every teacher in the level any education. Other competencies are personality competencies, social competence and professional competence.

As explained in the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers namely: "teacher competence include pedagogical competence, personality competence, social competence and professional competencies obtain through professional education, these four competencies are interrelated".¹⁴This Competence can be interpreted as an adequate task or ownership of the knowledge, skills and abilities demanded by one's office.

From the description above it appears that competence refers to the ability to carry out something obtained through education. Teacher competence refers to rational performance and behavior to meet certain specifications in carrying out tasks

¹³ Jejen Musfah, p. 42.

¹⁴ Law of the Republic of Indonesia number 20 of 2003 about SISDIKNAS,p.9.

education. Said to be rational because it has a direction and purpose, Furthermore performance is real behavior in the sense that it is not only observed but includes something invisible.

Pedagogic is an educational theory that questions what and how to educate it as well as possible.¹⁵ While education according to Greek understanding is pedagogic, namely the science of guiding a child who discusses problems or problems in education and educational activities, such as educational goals, tools education, how to carry out education, students, educators and etc.

The Romans saw education as educate, namely issuing and guiding, the act of realizing the potential of students.¹⁶ Therefore pedagogic is seen as a process or activity aims so that human behavior Pedagogical competence is the ability of a teacher to manage the learning process of students.

In addition, pedagogical ability also shown in help, guide and leading students. According to Permendiknas number 17 of 2007, the pedagogical competence of subject teachers consist of 37 competencies which are summarized in 10 core competencies as presented below:

- a. Mastering students' characteristics from physical, moral, spiritual aspects, social, cultural, emotional, and intellectual
- b. Mastering learning theories and principles of learning that educate
- c. Develop a curriculum that is bound to the subjects being taught
- d. Organizing education learning
- e. Utilizing information and communication technology for the benefit of learners
- f. Facilitating the development of potential learners to actualize the various potentials they have

¹⁵ Edi Suardi, Pedagogic, Bandung : Angkasa OFFSET, 1979,p.113.

¹⁶ Robiah, Definition and Element of Education, (<http://robiah.blogmalhikdua.com> diakses pada tanggal 23 oktober 2019).

- g. Communicate effectively, empathically, and politely with students
- h. Organizing assessment and evaluation of learning processes and results
- i. Utilizing the results of assessment and evaluation for the benefit of learning
- j. Take reflective actions to improve the quality of education.¹⁷

From the description above it can be interpreted that pedagogical competence is the ability of a teacher in carrying out his obligations in a manner responsible and decent. This is because the teacher will be able to carry out education and teaching activities well, it's able to plan, and evaluate the teaching and learning process and be able to use evaluation results to improve the quality of teaching, which will ultimately able to improve performance.

Thus it can be said that, the better the teacher's pedagogical competence, the teacher's performance in carrying out tasks and the responsibility will be better. It appears that competency refers to the ability to carry out something obtained through education: teacher competency refers to rational performance and actions to meet certain specification in the implementation of educational tasks.

1. Pedagogic Competency Indicators and Aspects

- a. Mastering the characteristics of students

The teacher is able to record and use information about the characteristics of students to help the learning process. These characteristics are tied to the physical, intellectual, social, emotional, moral, and socio-cultural background aspects.¹⁸ The teacher can identify the learning characteristics of each student in his class.

¹⁷ Jamal Ma'mur Asmani 7 Teachers Competence. p, 65-66

¹⁸ Ministry of National Education, Directorate General of Education Quality Improvement and Education Personnel. 2010. Guidelines for Implementing Teacher Performance Assessment (PK Guru).

- 1) The teacher ensures that all students get the same opportunity to actively participate in learning activities.
- 2) Teachers can organize classes to provide equal learning opportunities to all students with physical disabilities and different learning abilities
- 3) The teacher tries to find out the causes of deviant behavior of students to prevent this behavior from harming other students.
- 4) Teachers help develop potential and overcome the shortcomings of students.
- 5) The teacher pays attention to students with certain physical weaknesses in order to participate in learning activities, so that these students are not marginalized (marginalized, ridiculed, insecure, etc.).

b. Mastering learning theory and teaching learning principles.

Teachers are able to determine various approaches, strategies, methods, and learning techniques that educate creatively in accordance with teacher competency standards. Teachers are able to adjust learning methods according to the characteristics of students and motivate them to learn.

- 1) Teachers provide opportunities for students to master learning material according to their age and learning abilities through the arrangement of various learning processes and activities.
- 2) The teacher always ensures the level of students' understanding of certain learning material and adjusts subsequent learning activities based on that level of understanding.
- 3) The teacher can explain the reasons for carrying out the activities / activities he does, both appropriate and different from the plan, related to the success of learning.

- 4) Teachers use various techniques to motivate students' willingness to learn.
- 5) The teacher plans learning activities that are interrelated with each other, taking into account the learning objectives and the learning process of students,
- 6) The teacher pays attention to the responses of students who do not / do not understand the learning material being taught and use it to improve the next learning design.

c. Curriculum development

The teacher is able to compile a syllabus according to the most important objectives of the curriculum and use lesson plans according to the objectives and learning environment. teachers are able to select, compile, and organize learning materials according to the needs of students:

- 1) The teacher can compile a syllabus according to the curriculum,
- 2) The teacher designs a learning plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve established basic competencies,
- 3) The teacher follows the sequence of learning materials by paying attention to the learning objectives,
- 4) The teacher chooses learning material that: (1) is in accordance with the learning objectives, (2) is accurate and up to date, (3) is in accordance with the age and level of learning abilities of students, (4) can be implemented in class and (5) is in accordance with the context of daily life -day learners.

d. Educational learning activities

The teacher is able to compile and implement a complete educational design. teachers are able to carry out student activities. the teacher is able to compile and use a variety of learning materials and learning resources according to the characteristics of students, if relevant, the teacher uses information communication technology (ICT) for learning purposes.

- 1) The teacher carries out learning activities in accordance with a complete design and the implementation of these activities indicates that the teacher understands the purpose.
- 2) The teacher carries out learning activities that aim to help the learning process of students, not to test so that it makes students feel depressed.
- 3) The teacher responds to the mistakes made by students as a stage of the learning process. It is not merely an error that must be corrected, for example: by knowing in advance other students who agree / disagree with the answer, before providing an explanation of the correct answer.
- 4) Teachers carry out various learning activities with sufficient time for learning activities that are appropriate to the age and level of learning abilities and pay attention to the attention of students.
- 5) Teachers manage the class effectively without dominating or busy with their own activities so that all students' time is used productively.
- 6) Teachers are able to audio visual (including ICT) to increase students' motivation to achieve learning goals. Adjust learning activities designed to class conditions.

- 7) The teacher provides many opportunities for students to ask questions, practice and interact with other students.
- 8) The teacher arranges the implementation of learning activities systematically to help the learning process of students, for example; the teacher adds new information after evaluating students' understanding of the previous material, and
- 9) Teachers use teaching aids, and / or audio visuals (including ticks) to increase students' motivation to achieve learning goals.

e. Development of the potential of students

The teacher is able to analyze the learning potential of each student and identify the development of the potential of students through learning programs that support students to actualize their academic potential, personality, and creativity until there is clear evidence that students are actualizing their potential:

- 1) The teacher analyzes learning outcomes based on all forms of assessment of each student to determine the level of progress of each.
- 2) The teacher designs and implements learning activities that encourage students to learn according to their respective skills and learning patterns.
- 3) The teacher can correctly identify the talents, interests, potential, and learning difficulties of each student.
- 4) The teacher focuses on interactions with students and encourages them to understand and use the information conveyed

f. Communication with students.

Teachers are able to communicate effectively, empathically and politely with students and are enthusiastic and positive. Teachers are able to provide complete and relevant responses to students' comments or questions:

- 1) Teachers use questions to determine understanding and maintain student participation, including providing open-ended questions that require students to answer with their ideas and knowledge.
- 2) The teacher pays attention and listens to all questions and responses to students, without interrupting, unless necessary to help and clarify the questions / responses.
- 3) Teachers respond to students' questions appropriately, correctly and up-to-date, according to learning objectives and curriculum content, without embarrassing them.
- 4) The teacher presents learning activities that can foster good cooperation between students.
- 5) The teacher listens and pays attention to all students' answers, both right and wrong, to measure the level of understanding of students.
- 6) The teacher pays attention to the questions of students and responds completely and is relevant to eliminate confusion in students.

g. Assessment and Evaluation.

Teachers are able to carry out process assessments and learning outcomes on an ongoing basis. The teacher evaluates the effectiveness of the process and learning outcomes and uses the information from the assessment and evaluation results to design remedial and enrichment

programs. The teacher is able to use the results of the assessment analysis in the learning process:

- 1) The teacher prepares an assessment tool in accordance with the learning objectives to achieve certain competencies as written in the lesson plan.
- 2) Teachers carry out assessments with various techniques and types of assessment, in addition to formal assessments carried out by schools, and announce the results and implications to students regarding the level of understanding of the learning material that has been and will be studied.
- 3) The teacher analyzes the results of the assessment to identify difficult basic competencies so that the strengths and weaknesses of each student are known for remedial and enrichment purposes.
- 4) The teacher uses input from students and reflects on it to improve further learning, and can provide it through notes, learning journals, learning designs, additional material, and so on.
- 5) The teacher uses the results of the assessment as material for the preparation of learning designs that will be carried out next.

From the explanation above to understand more clearly about the pedagogic competence it will be described in the sub-chapters above Government Regulation No. 74 of 2008 concerning Teacher Chapter 2, Article 3, paragraph (4) states that pedagogic competence is the ability of the teacher in managing learning learners.

2. The Role of English Teacher's Pedagogical Competence in Teaching

Everyone believes that the teacher has a very large share on the success of learning in school. The teacher is very instrumental in help the development

of students to realize their life goals optimally. Interests, talents, abilities and potential possessed by students will not develop optimally without the help of teachers.

In Law Number 20 of 2003 concerning Systems National Education. There are several objectives for the issuance of Law No. 14 years This 2005, which is explained in the explanation section, includes: improve teacher dignity, improve teacher competency, and improve the quality of learning.¹⁹

The role of English teacher's pedagogical competence in teaching is as the manager of the English teaching and learning process, acts as the facilitator trying to create an effective learning process and not boring.²⁰

This require changes in the use of the method teaching, teaching and learning strategies, as well as the attitudes and characteristics of the teacher in managing learning. For this reason, teachers must be able to manage learning that provides stimulation to students so that he want to learn because students are the main subject in learning. Teachers who are able to carry out their roles in accordance with such demands mentioned above is as a teacher who has competence pedagogic.²¹

Therefore the role of teacher pedagogical competence in the process quality education is not easy. Especially in context Islamic education, where all aspects of Islamic education are related to values (Value Bound), which sees the teacher not only in mastering the material but also on investing in moral and spiritual values.

¹⁹ Law of the Republic of Indonesia number 20 of 2003 about SISDIKNAS, *Op.Cit*,p.52.

²⁰ Saiful Salaga, *Op. Cit*,p.3

²¹ Zeni Haryanto, Respond teacher pedagogic competence in built professional teacher, <http://zenihayanto.blogspot.com> diakses pada tanggal 26 oktober 2019.

D. Teacher

1. Definition of Teacher

The teacher is a professional educator with assignments major in educating, teaching, guiding, directing, train, judge, and evaluate students on track formal education.²² Generally it can be interpreted that the teacher is the person responsible for development all potential students, both cognitive potential, affective potential, and psychomotor potential.

The teacher is the person who gives knowledge of students. In more understanding broad teachers can also be interpreted as people who carry out education in certain places, not must be in formal educational institutions, but also in mosques, in mosque, at home etc.²³

So it can be explained that duties and responsibilities of teachers are actually not only in school, but can be wherever they are. At home, teachers play the role of parents as well as educators for their children. In the village community where he lives, teachers are often seen as role models for people surrounding.

Mentioned in Law No. 14 years 2005 about Teachers and Lecturers said that, "Teacher is an educator with the main task of educating, teaching, guide, direct, train, judge and evaluating students in early childhood education formal education, basic education and education medium."²⁴

From some of the definitions stated above, then it can be concluded that the teacher is an educator professionals with the main task of educating,

²² Sudarwan Danim, *Specialization and Professional Ethics of Teachers*, (Bandung: Alfabeta, 2010), p. 17

²³ Syaiful Bahri Djamarah, *Teacher and Students in Interaction Educative*, (Jakarta: Rineka Cipta, 2005), p.31.

²⁴ Law of the Republic of Indonesia No. 14 of 20015 concerning Teachers and Lecturers, Chapter 1, Article 1

teaching, guide, direct, assess, and evaluate students as well as in efforts to form human resource potential in the field of development.

The duties and obligations of teachers have been mentioned in Law No. 14 of 2005 article 20, regarding the duties and obligations of teachers, among others:

- a. Plan learning, carry out processes quality learning, as well as assessing and evaluating learning outcomes;
- b. Improve and develop academic qualifications and competence continuously in line with development science, technology, and arts;
- c. Acting objectively and not discriminating on the basis of considerations of gender, religion, or family background and socioeconomic status of students in learning;
- d. Upholding statutory regulations, laws, and teacher code of ethics, as well as religious and ethical values;
- e. Maintain and cultivate the unity and integrity of the nation.²⁵

Apart from duties and obligations, teachers also have responsibilities. If we look at the transitional changes in teaching as described in the previous section which increase the opportunities for students to learn and develop and on the other hand, based on the professional role of modern teachers, of course it raises or increases the responsibility of teachers to be greater. These responsibilities are as follows:

- a. Teachers must demand that students learn;
- b. Participate in and develop the school curriculum;
- c. Conducting guidance for students (personality, character, and physical);
- d. Provide guidance to students;

²⁵ Martnis Yamin, Classroom Learning Management: Strategies to Improve Learning Quality, (Jakarta: Gaung Persada, 2012), Cet. 2nd, p. 13-14.

- e. Make a diagnosis of learning difficulties and conduct assessment of willingness to learn;
- f. Carry out research;
- g. Get to know the community and participate actively;
- h. Living, practicing, and securing Pancasila;
- i. Participate in helping to create unity and unity nation and world peace
- j. Participate in the successful development of responsibility enhance the professional role of teachers. ²⁶

Ali Mudlofir, also explained the duties and responsibilities answer the teacher in developing his profession. As for the explanation as follows:

"There are at least six duties and responsibilities of teachers in developing their profession, namely:

- a. the teacher served as a teacher;
- b. the teacher serves as a guide;
- c. the teacher serves as a class administrator;
- d. the teacher is in charge of curriculum developer;
- e. the teacher is in charge of developing the profession;
- f. the teacher is in charge of building relationships with Public.

The six duties and responsibilities above are the main duties of the teaching profession. ²⁷

In the current situation, the duties and responsibilities of teachers in professional development and fostering relationships with the community do not seem to be done by many teachers. The most prominent is only the duties and responsibilities as a teacher and as

²⁶ Ministry of Religion of the Republic of Indonesia, Duties of Teachers and Education Personnel, (Jakarta: Directorate General of Islamic Religious Institutions, 2005), p. 76-83.

²⁷ Ali Mudlofir, p. 62.

class administrator. Likewise, the duties and responsibilities as a guide are still not entrenched among teachers. They think that the task of guiding is the duty of the supervisor or homeroom teacher.

E. English Learning

1. Definition of Learning

The term learning is the same as instruction or teaching. Teaching means how to teach or teach. Thus teaching is defined as the same as learning (by students) and teaching (by teachers). Teaching and learning activities are a unity of two unidirectional activities.

Learning activities are activities primary, while teaching is a secondary activity that is intended for optimal activities. And it can be concluded that learning is a conscious effort from the teacher to make students learn, namely the occurrence of behavior changes in students who learn, where the changes are obtained by obtaining new abilities that apply in a relatively long time and because of the effort.

Learning is a system that aims to assist the student learning process, which contains a series of events designed and arranged in such a way as to influence and support the internal student learning process.

Learning is an activity in which there is a process of teaching, guiding, training, giving examples, and arranging and facilitating various things for students so that they usually learn so that educational goals are achieved. Learning is a process of interaction carried out by educators to students to generate a desire to learn and achieve predetermined goals through the media, environment, and others.

The English learning method plays a very important role in English learning activities. There are many students who are able to achieve good achievement because they are taught using appropriate English learning methods.

An English learning method is the key to learning. If a teacher applies an inaccurate and tedious method, the class is over. On average, students will tend to get bored and dislike English classes that last for nearly two hours. The following are nine main models of learning English that every English teacher must know:

- a. Direct Method
- b. The Berlitz Method
- c. Natural Method
- d. Conversation Method
- e. Phonetic Method (Hearing and Saying)
- f. Practice Method - Theory
- g. Reading Method
- h. Oral Speech Method
- i. Pattern-Practice Method

2. English Learning

The main objective of English teaching and learning involves some components: grammar, vocabulary, and pronunciation, with the four basic competence skills: listening, speaking, reading and writing. Because English is not the first language; some of Indonesian students feel that English is difficult to be learnt. In addition, they face some problems when they want to master it.

The problems come from inside (their selves/their motivation) and outside (the materials, the school, the media, family's support, etc.). But, there is no reason for us to stop learning something in our life, includes language, and people have to use their ability to learn language.

English teachers have to pay attention on the students' characteristic. In order they can apply the appropriate method to teach. The choosing of certain

method used in class should be suited with the goal of teaching-learning process, as the right method will result the better achievement.

There many methods used in English teaching and learning. Each method has the characteristic. It will be explain as follow:

a. Grammar Translation Method

The fundamental purpose of Grammar-Translation method is to make the students able to read literature written in target language.²⁸ The method consists of studying written texts, translating them into the students' own language and carrying out a study of grammar.²⁹ There is little attention given to the use of the spoken language.

b. Direct Method

It is stated by Diane Larsen Freeman in *Techniques and Principles in Language Teaching* as follows:³⁰ As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years.

Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no recourse to the students' native language. It means that the teaching and learning process is conveyed in English.

c. Audio-lingual Method

This method uses the stimulus-response reinforcement model. In this method, the grammatical rules are introduced in the dialog which is

²⁸ Bambang Setyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 33

²⁹ Lucy Pollard, *Teaching English*, (London, Lucy Pollard Copyright, 2008), p. 19

³⁰ Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 23

reinforced. Audio-Lingual Method drills the students in the use of grammatical sentence patterns.³¹ This method can be done by playing a recording of a conversation in the target language, the students listen and rehearse what they've heard.

d. Communicative Language Teaching

The Communicative approach - or Communicative Language Teaching (CLT) - is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach.

The 'what to teach' aspect of the Communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes.³² CLT is regarded more as an approach since the aims of CLT are:

- 1) To make the communicative competence the goal of language teaching.
- 2) To develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.³³

Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Thus role-play and simulation have become very popular in CLT, where students simulate a television program or a scene at an airport - or they might put together the simulated front page of a newspaper. Sometimes they have to

³¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Ed., (New York: Pearson Education Company: 2000), p.35

³² H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Ed., (New York: Pearson Education Company: 2000), p.85

³³ Jack C. Richards and Theodore S. Rodgers, *Approach and Method*, p. 66.

solve a puzzle and can only do so by sharing information. Games are frequently used in CLT. It seems that the students feel enjoyable in doing the games. Moreover, they give the students more communicative practice.

e. Task Based Learning

In this method, the students are given a task to perform and only when the task is completed, the teacher discuss the language that was used, making correction and adjustment which the students' performance of the task has shown to be desirable.³⁴ In other words, students are presented with a task they have to perform or a problem they have to solve.

f. Silent Way

In this method, the teacher helps the students to acquire the foreign language by gesture or expression. Later students guess them. And the teachers shows the correction of students' guessing verbally.³⁵

g. Suggestopedia

Suggestopedia is a method developed by the Bulgarian psychiatrist educator Georgi Lozanov. Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a "science concerned with the systematic study of the nomotional and/or nonconscious influences" that human beings are constantly responding to.

Suggestopedia tries to influence and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and

³⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Ed., (New York: Pearson Education Company: 2000), p.86

³⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Ed., (New York: Pearson Education Company: 2000), p.89

the authoritative behavior of the teacher.³⁶ The method is focus on the atmosphere of teaching and learning to be closer with the target language like using song and classroom arrangement.

h. Total physical Response

Total Physical Response is linked to the "trace theory" of memory in psychology (e.g., Katona 1940), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motoractivity.³⁷

Combined tracing activities, such as verbal rehearsal accompanied by motor activity, for example teacher mentions a word then the students should mime or practice the word.

an explanation of the above Learning English in junior high schools is directed so that students are able to communicate properly orally and in writing, in practice the teacher must become a facilitator to shape this to students. If students can communicate well, then wherever the student is he will not find it difficult to build new relationships with his environment.

³⁶ Jack C. Richards and Theodore S. Rogers, *Approach and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1999), p.142

³⁷ Jack C. Richards and Theodore S. Rogers, *Approach and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1999), p.87

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