CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Education is an activity that carries out by someone to get knowledge of formal and non-formal education. In addition, education is also something important in social system. Education becomes assessment of society against for someone. Then, there are 2 types of education namely: formal and non-formal, formal education has been set up by the government, which is in education of an educator or better known as the teacher who has task in educating their students to be able in learning process.

Education in Indonesia refers to curriculum, curriculum consists of all the planned experiences that the school offers as part of its educational responsibility. The function of curriculum is a tool to achieve education purpose. Syllabus is one of device in curriculum. In this process is very important in determining whether learners successful or not, because a good education giving influence ability which owned by the teachers. The assessment of teachers’ competences is divergent with other professionals.

Teachers have a very important task in improving the quality of learning, so that the position, role and functions cannot be replaced with any facilities. Teachers must be present with the students to carry out learning in the classroom. The role and
function of teachers in the learning associated with as informatory, organizer, motivator, directors, transmitters, facilitators, mediators and evaluators.

Teachers are important in the structure of education. Without teachers, education would be meaningless. In education process, teacher have role important when to evaluate of their students. Success or failure of students, it makes determining teachers competence. Teacher education has been divided into theory and practice. Here, as teachers only using on theory and practice that they are going to teach without know characters of students.

Teachers’ competence should be developing based on their skills because it could be different between teachers with other profession. Teachers should change their students’ character to focus study in learning activity, especially for English teacher. English teacher should be able in developing learning activity. It is difficult to be an English teacher because in English learning activity have some aspects that should be able to student, namely are listening comprehension, speaking ability, reading comprehension, and writing ability.

Furthermore, English teachers must have competences based on UU No. 14 Years 2005 about Teacher and Lecturer, stated that teacher should be professional. As a professional teacher, the teacher should have competences namely are pedagogic competence, personal competence, professional competence and social competence. The quality of teaching competence plays an important role in the creation and establishment of the quality in learning process for students, and also shows the level
of professionalism of teachers according to their field and can contribute in improving learning performance.

Moreover, competence as a basic characteristic of which consists of skills, knowledge and personal attributes for someone. Competence is very close and important for education to teachers. It can to improve performance use competences: pedagogical, personality, professional and social competence.

Pedagogical competence is a standardized requirement for an individual to perform a specific job properly. It encompasses a combination of knowledge, skill and behavior utilized to improve performance. More generally, pedagogical competence is the state or quality of being adequately or well qualified, having the ability the specific role. Pedagogic competence is the teachers’ way to manage students’ learning activities. Pedagogic competences have aspects with the indicators and it is not unexpectedly, it is found by learning as systematic such as from candidate teachers even has been a teachers’. Pedagogic supported by talent, interest, and potentials each other’s.

Vocational High School in Pekanbaru must have competence teachers. In fact, there is becomes a problem to teacher that they need more training to increase pedagogical competence. As pre-observation that the researcher did in one of Vocational High School in Pekanbaru, there are many teachers still less competence especially in English. It means, teachers need private training to increase the knowledge of pedagogical competence in order to be professional competence.
Moreover, the researcher was interested about pedagogical competence have by English teachers especially in Pekanbaru. The reason chooses this tittle because based on phenomena in teaching environment many teachers still not have criteria that compiled, especially in standard and indicator of educational. That why, will be impact by students. The different of this research with other researches is pedagogical competence that have by English teachers which 7 aspects and 45 indicators. Whereas researcher chooses Vocational High School as subject of the research, because English major in vocational high school can’t be apart. It means that, English major should be related based on skill of each vocational. To get more information a researcher will be focused on several Vocational High Schools in Pekanbaru, namely are: SMK KANSAI Pekanbaru, and SMK PGRI Pekanbaru.

According to Sudrajat (2012) states that, there are 7 aspects of pedagogic competence. The first is identification students’ characteristics. The characteristics are physic, intelligence, social, emotional, moral, and background of society of students. Secondly is mastering the learning strategy. Thirdly is developing a curriculum, it means that teachers should good in administration of school then teachers can arrange syllabus based on curriculum. Fourth is education learning, it means that teachers can arranges a lesson plan that needed by students. Fifthly is to develop students’ potential, it means that the teacher can analyze about students’ ability. Sixth is communication with learners, it means that teacher be able good communicate with students in learning process. And the last is evaluation; it means that the teachers can handle all of aspects.
In addition, 7 aspects of pedagogical competence and related with this research, it will be measure the pedagogical competence in English teachers of Vocational High School especially in Pekanbaru.

Based on explanation above, the researcher to know problems of teachers competence in Vocational High School of Pekanbaru based on pedagogical competence; especially in English teacher those entitle “An Analysis of Pedagogical Competence of English Teachers of Vocational High School in Pekanbaru”.

1.2 Identification of the Problem

Based on the explanation above, pedagogical competence is very important role especially for teachers. But, in this case many teachers were still low in pedagogical competence because of some factors. The English teachers still have problems in pedagogical competence, such as the teacher that they need more training to increase pedagogical competence for 7 aspects and 45 indicators.

1.3 Focus of the Problem

There were many problems including in this research, main problem was to be solved in the teachers’ pedagogical competence. This research focuses on English teachers’ of Vocational High School in Pekanbaru, it is needed to measure teachers’ competences based on 7 aspects of pedagogical competence.
1.4 Research Questions

The research questions can be formulated as follows:

1. What are the English teachers problems in pedagogical competence of Vocational High School in Pekanbaru?

1.5 Objective of the Research

The objective of the research is:

1. To know the problems in pedagogical competence of English teacher of Vocational High School in Pekanbaru.

1.6 Significance of the Research

After this research were expected to have advantages and contributions as follow:

1. To give some meaning information to the English teachers about the implementation of teacher pedagogical competence in 7 aspects.
2. To give motivation and an active in learning English for students.
3. For school to develop teaching competence, especially pedagogical competence.

1.7 Assumption

This research is conducted on the basis of the following assumption:
The researchers assume that there is a difference of pedagogic competence that had by English teachers of vocational high school in Pekanbaru.

1.8 Definition of the Key Terms

1. An Analysis

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood.

2. Competence

Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. According to Spencer (1993) that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations.

3. Pedagogical Competence

According Mulyasa (2007), pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.