

**AN ANALYSIS OF PEDAGOGICAL COMPETENCE OF ENGLISH  
TEACHERS IN SMPN 1 BANDAR SEIKIJANG**

**THESIS**

*Intended to fulfill of requirements of the award of Sarjana Degree in  
English Teaching and Education Islamic University of Riau*



**BY**

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UNIVERSITAS ISLAM RIAU  
PEKANBARU  
2020**

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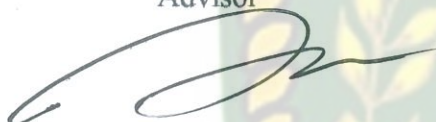
TITLE

AN ANALYSIS OF PEDAGOGICAL COMPETENCE OF ENGLISH  
TEACHERS IN SMPN 1 BANDAR SEIKIJANG

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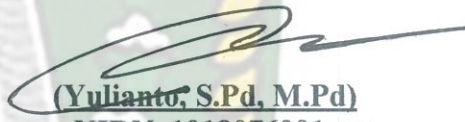
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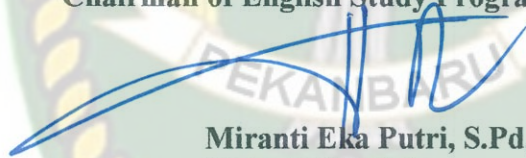
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**SMPN 1 BANDAR SEIKIJANG**

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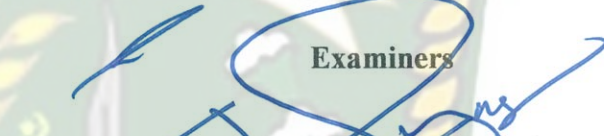
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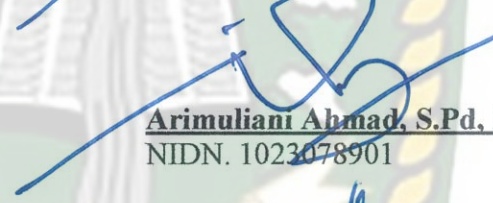
  
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## LETTER OF NOTICE

We hereby thesis advisor explained that student below:

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has completed her thesis with the title “An Analysis of Pedagogical Competence of English Teachers in SMPN 1 Bandar Seikijang” and ready for the examined.

Thus this notice is made to be used appropriately

Advisor

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Co Advisor











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NO	Date	Guidance Agenda	Signature
1	11-06-2018	Revise chapter I	
2	22-07-2018	Revise chapter II	
3	07-08-2018	Revise chapter III	
4	16-09-2018	Check all chapter	
5	10-12-2018	ACC Proposal	
6	13-12-2019	Seminar Proposal	
7	21-03-2019	Conduct the research	
8	2-06-2019	Revise chapter IV and V	
9	06-06-2019	Check all chapter	
10	18-05-2019	Allowed to join thesis examination	

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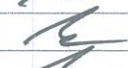








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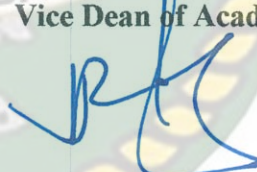
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## DECLARATION

Name : Maharani Hasanah  
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I admit that this thesis writing purely derived from my own ideas, expect some question (deliberately or un-deliberately) which were adopted or taken from various sources included in "reference". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, May 2019



Maharani Hasanah

## ACKNOWLEDGEMENT

First of all, the researcher would like to say thanks to ALLAH SWT for blessing the researcher to complete this thesis with the title “An Analysis of Pedagogical Competence of English Teachers in SMPN 1 Bandar Seikijang ”

This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education faculty of Islamic university of Riau. The researcher would like to express her thanks deeply to all people who have helped the researcher for completing this thesis.

The researcher addresses her appreciation and expresses deep gratitude to the following individuals namely:

1. Vice Dean of Academic Dr. Sri Amnah, M.Si who provided the supporting facilities.
2. Head of English Study Program Miranti Eka Putri, S.Pd, M.Ed who provided the supporting facilities to finish this thesis.
3. Dr. Rugaiyah, M.Pd, for showing her deep premises concern, correction and revision for the completing of this thesis.
4. Yulianto, S.Pd, M.Pd for showing his deep premises concern, correction and revision for the completing of this thesis.
5. All administrative staff of FKIP UIR Pekanbaru and also all the lecturers of English Study Program who give the researcher valuable knowledge, as long as the researcher study in this faculty.



6. The researcher's deep gratitude to my beloved parents for their sincere praying and who continually supported the researcher financially and normally to finish the researchers' study at FKIP UIR Pekanbaru.

7. My beloved friends who have supported me during my study and for my success.

The researcher realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

Pekanbaru, February 2020

Researcher



## ABSTRACT

### **Maharani Hasanah . 2019. An Analysis of Pedagogical Competence of English Teachers in SMPN 1 Bandar Seikijang**

Pedagogical competence is the ability to manage learners' learning process, including students understanding, the design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize their potential. The objective of this research is to find out how was the pedagogical competence of English Teachers at SMPN 1 Bandar Seikijang

The design of this research was a case study which used a descriptive qualitative research. This research was conducted at SMPN 1 Bandar Seikijang and the time of the research carried out on April 2019. The participants of this research were the teacher and the students. The data were collected by using observation, interview, and questionnaire. The data were analyzed by using descriptive analysis which involved the description and interpretation of the data. In quantitative data, the research used tabulation. Tabulation in this research means grouping activities into a table frequency to ease the researcher in analysing the data.

Based on observation, generally the teachers have done the criteria of pedagogical competence, however some steps were missing. In interview result it also can be seen that the teacher has good pedagogical competence. Based on the questionnaire it also found that generally of the teacher has good pedagogical competence because the teachers have done the criteria in the pedagogical competence.

***Keywords: Pedagogical Competence, English Teacher***

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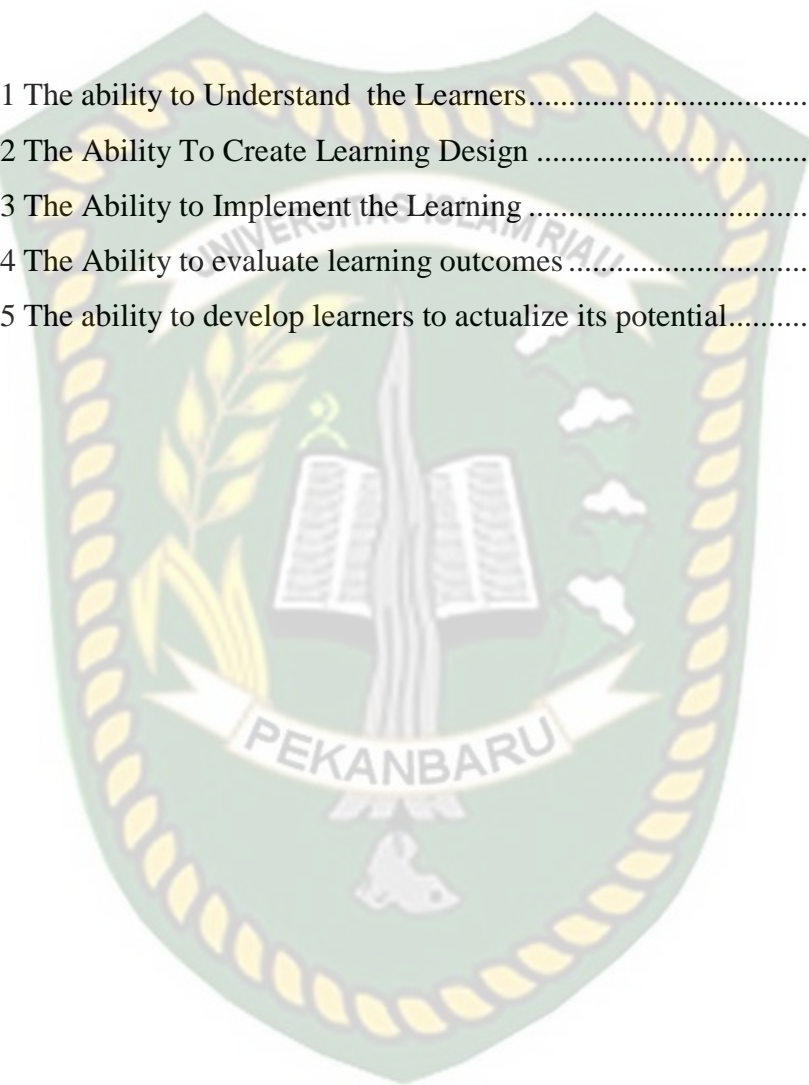
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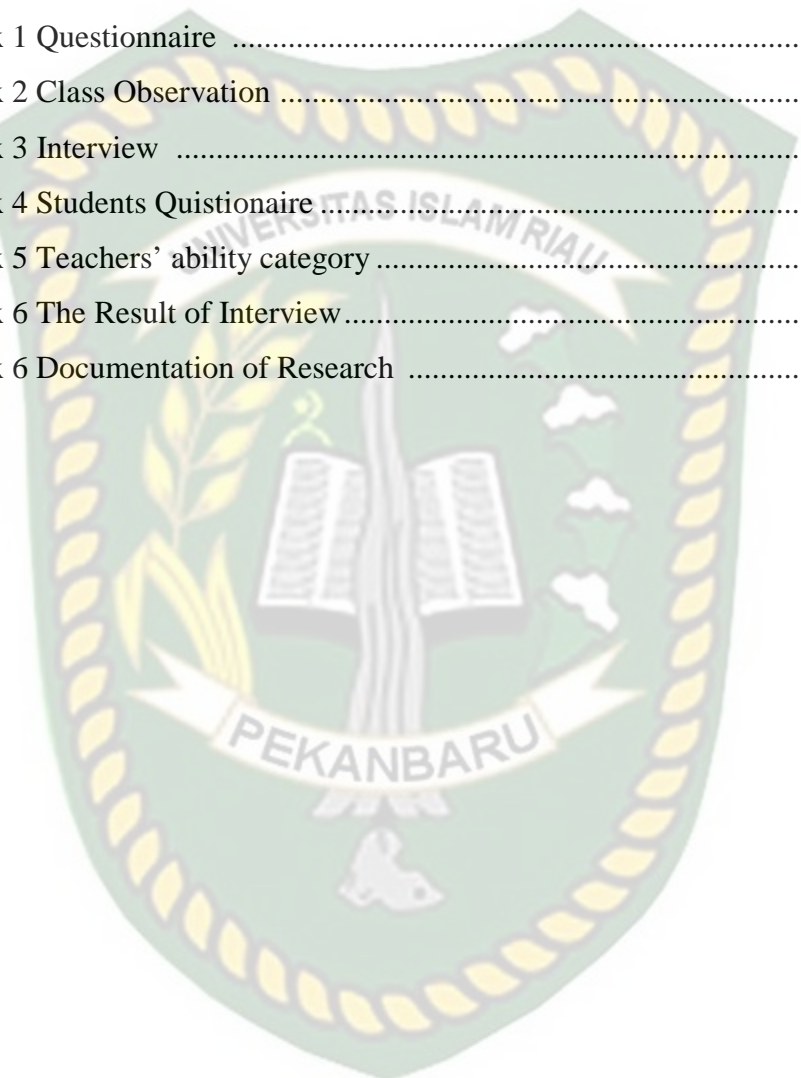
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# AN ANALYSIS OF PEDAGOGICAL COMPETENCE OF ENGLISH TEACHERS IN SMPN 1 BANDAR SEIKIJANG

## ABSTRACT

The success of teaching and learning process is not just about whether the teachers use English or not. However, the teachers' knowledge of learning method is also an essential thing to be mastered. Based on the observation of the research, only few of English teachers who figure out what the teaching method actually is. The purpose of this research is to find How was the pedagogical competence of English Teachers at SMPN 1 Bandar Seikijang.

The design of this research is a case study which uses a descriptive qualitative research. This research was conducted at SMPN 1 Bandar Seikijang and the time of the research carried out on April 2019. The sample of this class is class VIII-A consist of 24 students in the class. The teacher was chosen by using total sampling, there were 2 English teacher in SMPN 1 Bandar Seikijang. The reserach instrument in this research are observation interview and questionnaire After the researcher collects the data, the researcher analyzes it by using descriptive analysis which involved the description and interpretation of the data. So, the data collected of this research was described and interpreted into own sentences.

Based on the reserach finding, from observation generally the teachers has done the criteria of pedagogical competence. However some steps were missing. In interview result it also can be seen that the teacher has good pedagogical competence. Based on the questionnaire it also found that generally the teacher has good pedagogical competence because the teachers have done the criteria in the pedagogical competence.

**Keywords: Pedagogical Competence, English Teacher**

## ANALISIS KOMPETENSI PEDAGOGIK GURU BAHASA INGGRIS DI SMPN 1 BANDAR SEIKIJANG

### ABSTRAK

Keberhasilan proses belajar mengajar bukan hanya tentang apakah para guru menggunakan bahasa Inggris atau tidak. Namun, pengetahuan guru tentang metode pembelajaran juga merupakan hal yang penting untuk dikuasai. Berdasarkan pengamatan pada penelitian ini, hanya sedikit guru bahasa Inggris yang mengetahui apa metode pengajaran yang sebenarnya. Tujuan dari penelitian ini adalah untuk mengetahui Bagaimana kompetensi pedagogik Guru Bahasa Inggris di SMPN 1 Bandar Seikijang.

Desain penelitian ini adalah studi kasus yang menggunakan penelitian kualitatif deskriptif. Penelitian ini dilakukan di SMPN 1 Bandar Seikijang dan waktu penelitian dilakukan pada April 2019. Sampel kelas ini adalah kelas VIII-A yang terdiri dari 24 siswa di kelas. Guru dipilih dengan menggunakan total sampling, ada 2 guru bahasa Inggris di SMPN 1 Bandar Seikijang. Instrumen penelitian dalam penelitian ini adalah wawancara observasi dan kuesioner. Setelah peneliti mengumpulkan data, peneliti menganalisis dengan menggunakan analisis deskriptif yang melibatkan deskripsi dan interpretasi data. Jadi, data yang dikumpulkan dari penelitian ini dijelaskan dan ditafsirkan menjadi kalimat sendiri.

Berdasarkan temuan penelitian, dari pengamatan umumnya para guru telah melakukan kriteria kompetensi pedagogis. Namun beberapa langkah hilang. Dalam hasil wawancara juga dapat dilihat bahwa guru memiliki kompetensi pedagogis yang baik. Berdasarkan kuesioner itu juga ditemukan bahwa secara umum guru memiliki kompetensi pedagogis yang baik karena guru telah melakukan kriteria dalam kompetensi pedagogis.

**Kata kunci: Kompetensi Pedagogis, Guru Bahasa Inggris**



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Having a good teacher is absolutely demanded by the students themselves, because good teachers can help them to develop and encourage good language learning, and raise their interest in learning. A good teacher should have an adequate teaching knowledge and skills; they also should master the subject matter that would be taught to their students well. So, if the teachers can give their students a very good impact especially in language teaching, it can help for developing students' comprehension in learning.

Additionally, a good teacher is the most determinant of the students' achievement in the classroom (Hayes, 2003: 54). So, the achievement of the students is seen from how the teachers master all the abilities of teaching. Then, having basic skills is one of the most essential aspects for becoming good teachers. It can help them to develop and elaborate the courses and methods explicitly. Besides that, the teachers are required to be more progressive than students and they should also have more knowledge about things that would be explained by the teachers to their students (Livia, 2010: 1).

The teacher may be called as a competent teacher if they have a good competence and performance. It is because of both of them are two important factors EFL teachers needed to conducting successful classroom instructions (Brown, 2001).

Therefore, the study of teachers „competence and performance in language teaching has become an important aspect of effective teaching in every school.

Furthermore, a competent teacher should be able to facilitate learning well and liked by their students too. Paul and Caseau (2004) laid two dimensions (competence and character) in the concept of credibility. The first dimension, competence refers to content knowledge (knowledge of the subject lessons and its organization structure) which owned by a teacher or coach. So, competent teachers are teachers who understand the subject lessons deeply, know how to teach it in front of students and so on.

The success of teaching and learning process is not just about whether the teachers use English or not. However, the teachers’ knowledge of learning method is also an essential thing to be mastered. Based on the observation of the research, only few of English teachers who figure out what the teaching method actually is. They only use few methods of learning for one semester even in a single academic year, such as GTM (Grammar-Translation Method) and speech method.

The next issue is the English teacher focused only on the book instruction most of the time without try to develop and giving clear explanations regarding to the materials being taught. Such condition was simultaneously done by the English teacher. Consequently, the case made the learners feel bored to study English as the result of lacking the creativity during the class.

Therefore, The English teacher did not explain the English materials being taught in the class so that the learners cannot understand the materials well. As a result, it has two possibilities why the English teacher did not explain the materials to

the learners until the teacher just gives them assignments to do. First, the English teacher perhaps understands the materials but does not know how to deliver it. Second, the teacher really does not know the materials moreover to explain it. If one of the problems is experienced by the English teacher, it means that the teacher is not professional in teaching yet.

Furthermore, according to the Law of Indonesia (2005:14) about teacher and lecturer in section 1, subsection 10, mentioned that “Competence (capability) is a set of knowledge, competence, and behavior that must be belonged to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism”. Whereas, there are English teachers that seem rather forcing the learners on learning and it makes the learners pretty afraid of learning English. Furthermore, there is also still an English teacher not confident in facing the learners in class when explaining or presenting the materials

Based on the above explanation, the researcher is curious about teachers’ competence at SMPN 1 Bandar Seikijang especially on pedagogic competence in English. Thus, the researcher intends to conduct a research entitled “Analysis of Pedagogic Competence of English Teachers at SMPN 1 Bandar Seikijang”.

## **1.2 Identification of the Problem**

Based on the background of the problem above, the indentification of the problem are as follow: First, the teacher used few type of method in teaching, second, the English teacher focused only on the book instruction most of the time without try to develop and giving clear explanations regarding to the materials being taught.

Third, The English teacher did not explain the English materials being taught in the class so that the learners cannot understand the materials well.

### **1.3 Focus of the Problem**

This research focused on the competence of English teacher based on pedagogical competency aspect at SMPN 1 Bandar Seikijang.

### **1.4 Research Questions**

Based on the focus of the research above, the research question can be formulated as follows:

1. How was the pedagogical competence of English Teachers at SMPN 1 Bandar Seikijang?

### **1.5 Purposes of the Research**

The purpose of this research is:

1. To find How was the pedagogical competence of English Teachers at SMPN 1 Bandar Seikijang

### **1.6 Significance of the Research**

The results of this research is expected to have advantages and contributions to the improvement of teaching and learning process. They are as follows:

1. To the students. Students can improve their individual skills when they have a competent teacher.

2. For teachers. Teachers will recognize that they must have some competencies in teaching activities. They will know the right strategies which are suitable to students' learning style if the teachers has competency.
3. To the next researcher. It is expected that the readers will be interested in choosing the same topic. In addition, this research is expected to help the researcher achieve the goal of obtaining a Bachelor's degree in English education.

### **1.7 Definition of the Key Terms**

1. Analysis

An analysis refers to the ability to break the material into its components so that its organizational structure can be understood.

2. Competence

Mulyasa (2009), competence is a combination of knowledge, skills, values and attitudes which are reflected in the habit of thinking and acting.  
Pedagogical Competence

3. According Mulyasa (2007), pedagogical competence is the ability to manage learners' learning process, including students understanding, the design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize their potential.

## CHAPTER II

### THEORITICAL FRAMEWORK

This chapter presents some theories which is relevant with the research such as (1) relevance theories, (2) relevance studies, (3) conceptual framework, (4) assumption.

#### **2.1 Relevance Theories**

##### **2.1.1 The Definition of Teacher**

Based on UU RI no. 14 year 2005 about teacher and lecturer in verse 1 verse subsection 1, states, "As a professional, teacher have competencies, knowledge, skill, and attitude in doing their professionalism". It means, being a competent teacher is responsible for providing assistance to students in their physical and spiritual development. In addition, teacher is a good human being who also makes other people become good human beings.

Based on UU RI no. 14 year 2005 about teacher and lecturer in verse 1 subsection 2, states, "The main duties of professional teacher are educating, teaching, guiding, directing, training, assessing and evaluating learners in formal education, in primary and secondary education". It means that every teachers at the same level should be a professional teacher. As a professional, the teacher must be an expert, appropriate, skilled, and has a standard norm as a teacher.

Therefore, every teacher should have a competency that is a pedagogical competence. It learners' learning outcomes. For being professional teachers, they need to grind their knowledge and competence, especially their pedagogic competence.

### 2.1.2 The Definition of Competency

According to Irwantoro & Suryana (2016: 2) stated that the competence of teachers is not about their professional knowledge such as how to teach, guide, train and evaluate, but the knowledge is not done as consequence, consistent and competent. . It is only as a teacher if they only have knowledge but they are not in action. In addition, the competencies that teachers must have shown are knowledge, skills and behavior.

Based on UU RI no. 14 year 2005 about teacher and lecturer in verse 1 subsection 10, states that, "There are several competencies that teachers must possess as follows; pedagogic competence, personality competence, social competence, and professional competence possessed by the teaching profession". It means, there are four competencies to be applied by the teachers. Based on verse 10 subsection 1, four competencies must possess as follows:

1. Pedagogic competence, how to develop the skill of the students.
2. Personality competence, about how to look attractive, character, wise, and be an example for students.
3. Social competence, about the ability to communicate and interact effectively and efficiently with students, other teachers, parents of students, and around people.
4. Professional competence, it is about the ability of teaching.

Based on the explanation above, teachers or candidates must possess these four competencies. In addition, there are several steps to develop teacher competencies such as improving their studies with relevance and linearity, joining training and

education programs, joining the MGMP, joining educational seminar programs, and reading professional books.

In addition, there is confusion and debate about the concept of 'competence' that is impossible to identify or blame coherent theory or to achieve a definition capable of accommodating and reconciling all the different ways the term uses. As Norris argues, 'as the tacit understanding of the word [competence] has been taken over by the need to define precisely and [to] operationalize the concepts, it has practically become veiled in the theory of confusion and seems simple has become very complicated' (1991: 332). Describing competence as a 'fuzzy concept', Boon and van der Klink continue to recognize it as a useful term, bridging the gap between education and job requirements (2002: 6).

### **2.1.3 Teachers' Competencies**

Teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies. Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields.

Kress pointed out that “ the previous era had required an education for stability, the coming era requires an education for instability” (Kress, 2000 :133). Kress' ideas can explain why teachers' professional development should be redefined for sustainability. The aims of education change very quickly depending on the demands of the era requiring more capability. These demands directly affect



educational system. Teachers are responsible for operating educational system and they need strong and efficient professional competencies.

According to Subroto (1983) in Julkify (2016) factors attached to teachers affecting the teaching and learning programs are personality, material mastery, classroom management, ways of teacher talk, ways of creating classroom situation, concerns for individual principles, openness, collaboration, responsiveness to innovation, willingness and ability to carry out learning experiments.

That teachers have the ability to manage learning well, teachers need to have professional skills to meet the 10 competencies of teachers, namely:

1. Mastering the materials
2. Managing the teaching and learning programs,
3. Managing the class,
4. Using media or source,
5. Mastering the foundations of education,
6. Managing the teaching and learning interactions,
7. Assessing students' achievement for the benefit of lessons,
8. Knowing the functions of guidance and counseling services in schools
9. Understanding the principles of learning,
10. Interpreting the results of educational research for teaching purposes

(Subroto, 1983) in Julkify (2016).

#### **2.1.4 Pedagogical Competence**

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classroom management, ways of teacher talk, ways of creating classroom situation, concerns for individual principles, openness, collaboration, responsiveness to innovation, willingness and ability to carry out learning experiments.

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  7. Assessing students' achievement for the benefit of lessons,
  8. Knowing the functions of guidance and counseling services in schools,
  9. Understanding the principles of learning,
  10. Interpreting the results of educational research for teaching purposes
- (Subroto, 1983).

The Association for the Professional Quality of Teachers, SBL, (2004) mentioned that a pedagogically competent teacher offers the students a safe learning-and working environment, where they find their hold and a structure for social, emotional and moral development. He/she makes sure that the students:

1. Know that they belong,
2. That they are welcome and appreciated

3. Treat each other in a respectful manner and are challenged to take responsibility for one another
4. Can take initiatives and can work autonomously
5. Learn to discover their affinities and ambitions, and from there make their choices for study and career.

According to A. Fatah Yasin 2000 in Julkifly (2016) pedagogic competence is the ability of an educator in managing the learning of students include:

- a. The ability to understand the learners, with indicators between other:
  1. Understanding the developmental characteristics of learners, such as understand the level of cognition of learners according to age;
  2. Understanding the principles of personality development of students, as to recognize the personality types of learners, recognize stages of personality development of students, and others;
  3. Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.
- b. The ability to create learning design, with indicators, among others:
  1. Ability to plan the organization learning materials, such as being able to examine and describe the material listed in the curriculum, teaching materials are able to choose in accordance with the material, being able to use learning resources adequate, and others;
  2. Ability to plan management learning, such as formulating learning objectives to achieved in accordance with the competence to be achieved, choose the type of strategy / learning methods are suitable, determine steps

learning, determining how that can be used to motivate learners, determining forms questions will be presented to the students, and others;

3. Ability classroom management plan, such as a space arrangement sitting learners, allocate time, and others;
  4. Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others;
  5. Ability plan learning process valuation models, such as determine the form, procedure, and assessment tools.
- c. The ability to implement the learning, with indicators such as:
1. Being able to apply the teaching of basic skills, such as open lessons, explained, the pattern of variation, asked, giving strengthening, and close the lesson;
  2. Ability to apply various kind of model approaches, strategies/learning methods, such as active learning, learning portfolios, contextual learning and other;
  3. Ability to master classes, such as activating participants learners in asking, able to answer and direct questions student, group work, self-employment, and others;
  4. Capable measure the level of achievement of competence of learners during the process learning takes place.
- d. Ability to evaluate learning outcomes, indicators among others:

1. Ability to design and implement assessment, such as understand the principles assessment, able to devise various learning evaluation instrument, capable of carrying out evaluation, and others;
  2. Capable of analyzing the results of assessment, such as capable of processing the results of evaluation of learning, able to recognize characteristics evaluation instruments;
  3. Being able to utilize the results assessment for further improvement of the quality of learning, such as utilizing the results of the analysis in the process of evaluation instruments improvement of evaluation instruments, and able to provide feedback for improved planning, implementation and evaluation learning.
- e. The ability to develop learners to actualize its potential, with indicators, among others:
1. Facilitate learners to develop academic potential, such as the channel potential academic learners according to their ability, capable directing and developing the academic potential of learners;
  2. Capable of facilitating learners to develop potential non-academic, such as channeling the potential of non-academic participants students according to their abilities, able to direct and developing the potential of non-academic learners.

## 2.2 Relevance Studies

Some researches of pedagogical competence were conducted by some researchers:

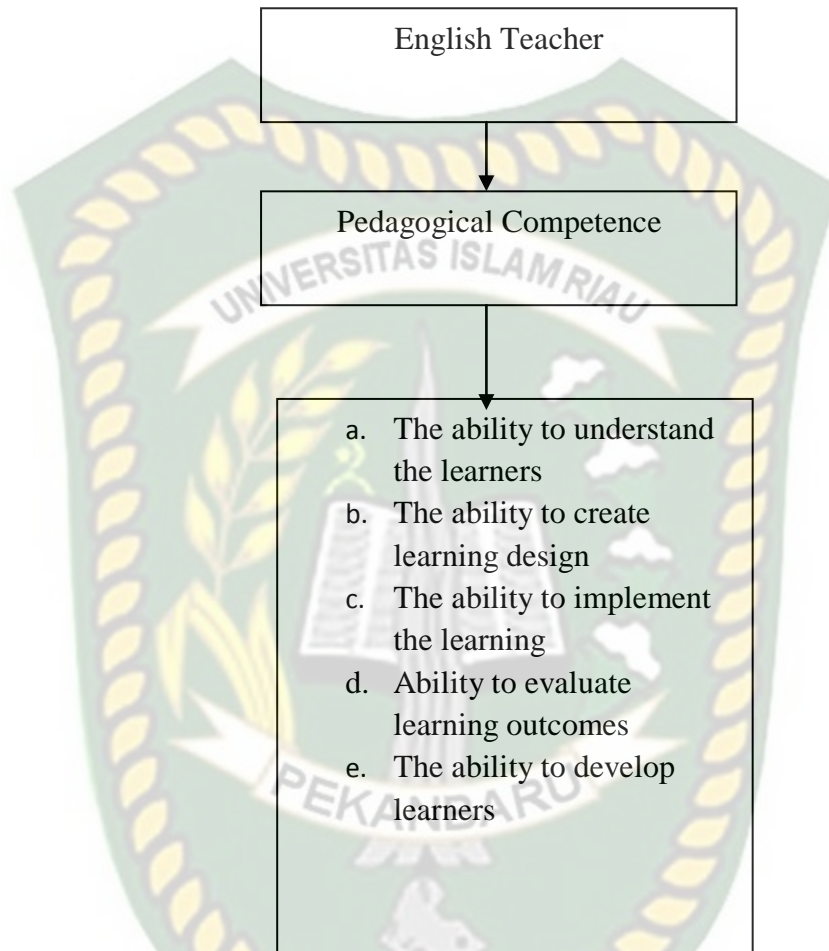
Ahmad and Setyaningsih (2012) have researched about “Teacher Professionalism: A Study on teachers’ Professional and Pedagogic Competencies at Junior, Senior, And Vocational High Schools in Banyumas Regency, Central Java, Indonesia.” This paper discusses teachers’ professionalism. These teachers’ competencies are summarized in four competencies, namely professional competency, pedagogical competence, personal competencies, and sosial competence. This study focused on both teachers’ professional and pedagogic competences. This study was carried out to research teachers’ of Junior, Senior, and Vocational High School in Banyumas Regency, Central Java, Indonesia.

Setyarahajoe and Irtanto (2013) have researched similar matter entitled “The Competency of Teachers as Human Resources at Senior High School, in Kediri, East Java, Indonesia”. The result of this research shows that the rate of teachers’ competencies has satisfactorily in line with standard categories, especially the pedagogic, personal, professional, and sosial competencies. Off the four competencies stated previously, the weakness existed especially in professional competency that concerns an indicator of scientific writing.

## 2.3 Conceptual Framework

The researcher states that pedagogic competence is the difference in every teacher. That is, researchers will find competencies followed by aspects and indicators based on Jukifly (2016). There are some aspects that analyzed by the researchers basedan English teachers of SMPN 1 Bandar Seikijang.

## Conceptual Framework



### 2.4 Assumption

The researcher assumes that the pedagogical competence of English Teachers at SMPN 1 Bandar Seikijang still not maximal.

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

The design of this research is a case study which uses a descriptive qualitative research. Descriptive qualitative research is a study that produces descriptive data, speeches or words and behaviors that can be observed by the subject of the research. Margono (2010:8): Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain populations which aims to solve the actual problems faced now and collect data or information to be arranged, described, and analyzed.

In a commentary Sugiono (2012: 15) argues that qualitative research is often called the method of naturalistic because of research done on the condition that the natural (natural setting), also known as ethnography, because initially this method is more widely used for research in the field of cultural anthropology, also called qualitative methods for the data collected and analysis is more qualitative

In finding the right data on An Analysis of Teachers' pedagogic Competence in Teaching English at at SMPN 1 Bandar Seikijang, researcher used collecting data techniques through observation, interviews and questionnaires. Furthermore, to analyze the data that have been collected since the beginning of the study until the end of the study with the technique of data reduction, data presentation and conclusion.



### **3.2 Location and Time of the Research**

This research was conducted at SMPN 1 Bandar Seikijang and the time of the research carried out on April 2019.

### **3.3 Participant**

A research participant, also called a human subject or an experiment, trial, or study participant or subject, is a person who participates in human subject research by being the target of observation by researchers (Howel, 2000). The participant of this research was the teacher and the students. The teacher was chosen by using total sampling, there were 2 English teacher in SMPN 1 Bandar Seikijang. The students were taken through random sampling technique. Each member of the participant has an equal chance of being selected as subject. The entire process is done in a single step where each subject selected independently of the other members of the participant. The writer uses lottery to find the class. All participant are written in a roll paper, and the writer chooses one class to be the samples. The sample of this class is class VIII-A consist of 24 students in the class.

### **3.4 Instrument of the Research**

#### **1. Observation**

According to Margono, S (2003: 158-159), observation is a scientific method which is defined as observation through focusing on an object by using the senses. Observation is defined as the systematic observation and recording of the symptoms that appear on the object of research, observation and paint are made for the object in a place or event occurred. The terms of the observations are used in free forms do not need no answer but noted what is appeared to be supported

results of this research that includes taking the form of participants and non-participants. Participant observation is used to know the effectiveness of teachers in the process of delivering materials in classroom. While non-participants, the researcher focus on learning outcomes of students. In this research the reseracher is a participant.

The researcher did an observation and an interview to take a result of Teachers' Pedagogic Competence at SMPN 1 Bandar Seikijang. Based on the result of observation, the researcher put six items on the observation list.

1. Teacher' prime knowledge about the students in the class
2. The uses of curriculum and sylabus
3. Teacher' respond to the students when asking
4. The use media in teaching
5. Give the score to the students and give an evaluation after teaching
6. Give the students a task

## 2. Interview

Interview is a tool to gather information by asking a number of questions orally to be answered verbally anyway by direct contact or face-to-face with resources (informant). The interview is a question and answer verbally between two or more people directly. This interview is conducted by using interview guide that contains instructions outlined in principal with the intention to ask the principal planned to be covered entirely.

In this case the researcher used a structured interview as the research instrument, therefore, doing interviews, the researcher set up an instrument in the form of a question the answer to written questions at the ready alternative to making it easier for researcher to do the recording. The purpose of the interviews in this study to obtain data, information related to teachers' pedagogical competence of English Education SMPN 1 Bandar Seikijang.

In interviewing the teachers, the researcher gave 4 questions of showing the teachers pedagogic to find the result. Here were the questions:

1. How do you apply many approaches, strategies, and methods creatively?
  2. Do you increase the sillabus and RPP by your self?
  3. How do you use a media of learning and a source to the students' characteristic to achieve the learning goal?
  4. How do you evaluate the process and result of learning?
3. Questionaire

Questionaire is a number of written questionnaires that use to get information from the respondent about their self-report or things they known. The questionnaire that used in this research is closed questionnaire because the respondents give their opininon toward the question/statement by choosing the available answer. A questionnaire be said to be a direct questionnaire if the question list, send directly to the respondent or asked the respondent to tell about his/her condition about something. So the closed direct questionnaire is a statement or question that should be

responded itself by choosing the available answer. Every question or statement in the questionnaire has four answer choices.

The answer from the respondent written by giving the checklist on the available questionnaire., they are always, often, sometimes, never. The collect questionnaire from the respondent get a score based on the fixed assessment system. These are asesment score to eache answer from the respondent:

<b>Alternative Answer</b>	<b>Assesment Answer</b>
Always	4
Often	3
Sometimes	2
Never	1

### **3.5 Data Collection Technique**

Collecting the data is a compulsory activity that is used by the researcher, because the researcher cannot get conclusion without collecting the data. Collecting the data is used to answer the research questions (Riduwan, 2012).

Data collections procedures use in this study were:

1. Researcher observed some English teachers, while teaching English in the classroom.
2. Researcher gave a questionnaire to students as respondents to obtain the data, this questionnaire contains some statements in measuring the ability of pedagogical competence of teachers.

3. Researcher interviewed English teachers about their perceptions of the pedagogical competence of English teachers in their teaching

### **3.6 Data Analysis Technique**

According to Bogdan, data analysis is the process of systematically searching and arranging the interview script, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others (Sugiyono, 2012: 334). After the researcher collects the data, the researcher analyzes it by using descriptive analysis which involved the description and interpretation of the data. So, the data collected of this research was described and interpreted into own sentences.

In quantitative data, the research use tabulation. Tabulation in this research means grouping activities into a table frequency to ease the researcher in analysing the data. The tabulation activities are coding and scoring. This research is using Likert Scale. The Data Collection Data Reduction Conclusion: drawing/ verifying Data Display answer modification is SS=4, S=3, KK=2, and TP=1. The researcher intervenes the answer category to keep the appropriateness with the English teachers' pedagogic competence.

After that, the next step is description of analyzing the errors. The researcher will use descriptive analysis technique to describe errors in the table percentage. This formula was used by the researcher to analyze the questions include in the questionnaire to find out the average count of all numbers of the questions.

## CHAPTER IV

### RESEARCH FINDING

#### 4.1 The Observation Result

In obtaining data or information about the teachers' pedagogical competence of the English teacher in learning process activity, the researcher conducted the research by observing 2 English teachers when they were teaching in the classroom at SMPN1 Seikijang.

##### a. The first Teacher (Teacher A)

The researcher observed the teachers in 3 meetings in different classes. The observation is about the teacher' prime knowledge about the students in the class, the uses of curriculum and syllabus, teacher' respond to the students when asking, the use media in teaching, giving the students a task and giving the score to the students and give an evaluation after teaching.

In the first meeting, the teacher came to VII A. Based on the observation, the teacher used the 2013 curriculum. The material was about the narrative text. The teacher brought the lesson plan to the class for delivering the material. In teaching and learning process the students were asked about the previous material before entering the new material. The teacher gave motivation to the students to study. At the beginning of the lesson the teacher explained about the material (narrative text), she used a picture about a legend in Indonesia and put the picture in front of the class as her media in learning. The teacher asked the students about what the story was about. The students gave feedback to the teacher, but only some of them used the English language, the teacher accepted the suggestion and tried to translate it to the

English language. After the explanation, the teacher gave the students a task about the text. The task was a written form; there were some questions to be answered by the students. Teacher guided the students in the learning process. Teacher A gave the respond about what the students asked . At the end of the learning process the teacher gave the students a chance to answer the entire question about the material that has been learned and the teacher accumulate the result. At the of the class, the teacher drew the conclusion about the material that has been thought.

In the second meeting was started by delivering the goal of learning. The teacher explained that she was going to teach about the sentences used in the narrative text. The teacher brought syllabus and lesson plan in the class. The teacher taught other class, it was VII C, with material about sentences used in narrative text. The teacher used speech method to the students, the teacher did not use any media, she only explained the material in front of the class by writing it on whiteboard. Then the students understood what she has explained, then she gave the task to the students in pairs. The task was a written form; there were some questions to be answered by the students in a group. The students did the task and present the result in front of the class. At the end of the class, the teacher asked the students about what they have studied and closed the class by giving a conclusion to the class.

In the third meeting, the teacher taught VIII A. The teacher brought the syllabus and lesson plan in class the class. She followed the steps in the lesson plan. The material was about giving and asking an opinion. The teacher did not use the media. She only explained in whiteboard. And wrote the task in the whiteboard. The task was a written form; there were some questions to be answered by the

students. Then, the teacher explained the material, the teacher asked the students' feedback about what they have learned. And the next step was giving them the task as an evaluation of the material. The teacher closed the lesson by giving a conclusion.

Overall, the researcher concluded that: a) the teacher always bring the lesson plan in to the class and follows the steps in lesson plan in every meeting, b) The teacher only delivered the teaching goal once in the second meeting. c) The teacher rarely uses the media in teaching, in the three meetings, the teacher only used one media in the first meeting, d) the teacher always gives task to students and evaluates the task, e) The teacher asked the students feed back in learning and answer their question, f) The teacher always gives conclusion of material in every meeting. In other words, she conducted the learning process by passing some steps of the pedagogical competence indicators. It means that there were some steps were missing; a) Not convey the teaching goals in every meeting, b) Lack of using media in teaching and learning process.

#### b. The Second Teacher (Teacher B)

In the first meeting, the material was about greetings and take leaving in front of the other students. For teacher B who teaches at the VI-A, she came into the class and did not bring her lesson plans. The teacher did not convey the Teaching golas . The teacher opened the learning process by greeting the students and asking their attendant list. Next, the teacher gave motivation to the students to learn harder. The teacher delivered the material with strategy. In organizing activities, the teacher organized the activity to make the learning process effective. In this activity, teacher B organized the activity by dividing the students into a couple. This activity was to



show how the students could practice the greetings and take leaving in front of the other students. The next activity was interacting with students communicatively. In this activity, teacher B and the students were giving feedback for each other. The teacher also did the assessment at the end of the class to evaluate the students. The assessment was in written form; there were some questions to be answered by the students in a group.

In the second meeting, the teacher taught VII B. The teacher brought the syllabus and lesson plan in the classroom. The material was about greetings and take leave. The teacher used the students' textbook and LKS as her media. Then, the teacher explained the material, the teacher asked the students' feedback about what they have learned. And the next step was giving them the task as an evaluation of the material from the textbook and LKS. The teacher closed the lesson by giving a conclusion.

In the third meeting, the teacher taught VIII A with narrative text as the material. The teacher did not bring the syllabus and lesson plan to the classroom. The learning and teaching process was done in her own way. The teacher used a textbook as the media in teaching. Then, she explained the materials, the teacher directly gave the students task as evaluation. The task was in a written form; there were some questions to be answered by the students in a group. The teacher collected the students' task without giving the score directly. The teacher closed the lesson without asking the students' feedback and did not conclude the lesson.

Overall,, the researcher concluded that a) The teacher does not always bring the syllabus and lesson plan into the class, b) the teacher did not convey the teaching

goal to the students, c) the teacher rarely uses method in teaching, d) the teacher did not ask the students feedback while learning, e) the teacher used monotonous media which was textbook and LKS only, f) the teacher did not ask the students' feedback while learning, g) the teacher gave the evaluation in the learning process, but she did not score it to know the students' understanding.

It means that the teacher almost did not follow the steps of the pedagogical competence indicators. But there were some good sides from teacher B. The teacher always delivers the material with strategy. In organizing activities, the teacher always organizes the activity to make the learning process run effectively. Teacher B and the students always gives feedback for each other. The teacher also gives the assessment at the end of the class to evaluate the students.

#### **4.2 The Interview Result**

In this research, the researcher interviewed 2 English Teacher in order to know about their pedagogical competence. The researcher asked about 5 questions which can be seen in the following explanation.

The first interview was about how the teacher applied many approaches, strategies, and methods creatively. "I will teach based on the lesson plan that I have made, the strategy was written in it, so I will follow it, in every material will use different strategies/methods" (Interview on March 2019 with Teacher A). "I use many kinds of strategies, it will depend on the material, for example in it is speaking so I will use the strategies that can improve the students' speaking skill" (Interview on March 2019 with Teacher B).

The second interview was about to Do the teachers increase the syllabus and RPP by their selves. "Not all are made by me. The syllabus is made by the government but RPP or lesson plan was modified by the English teacher" (Interview on March 2019 with Teacher A) "We have the sample of syllabus and RPP/lesson plan. But as the teacher, we need to change the strategy, method, and evaluation based on the material and students' need. (Interview in March 2019 with Teacher B)

The third interview was about a media of learning and a source to the students' characteristic to achieve the learning goal. "I used media every meeting because it will help the students' understanding of the material and it will be prepared before teaching". (Interview in March 2019 with Teacher A). "The media that I used is suitable with the material, if it's speaking I will use video or tape recorder, if it is reading I will use magazine and so on, it depends on the material that has written in the lesson plan. (Interview in March 2019 with Teacher B).

The last interview aimed to collect data about How do the teachers evaluate the process and result of learning. "Suitable with the teaching plan and syllabus and also suitable with question instrument" (Interview on March 2019 with Teacher A). Another answer from another subject was "Suitable with the teaching plan and syllabus and also suitable with question instrument" (Interview on March 2019 with Teacher B).

The pedagogical competence had given a big influence on the learning take place. That pedagogical competence is very important for the effectiveness of learning. Teacher A and B implemented the competencies of pedagogical competence. They are teaching plan, teaching and learning process, and assessment.

All of them were going effective and structured so the learning becomes effective. Data achieved through interviews by the research show that the English teachers gave the contribution toward the effectiveness of teaching of English. In general, in teaching English the teacher had shown their competence toward the teaching process.

### 4.3 The Questionnaire Result

Every question or statement in the questionnaire has four answer choices. The answer from the respondent written by giving the checklist on the available questionnaire. they are always, often, sometimes, never. The collect questionnaire are from the respondent get a score based on the fixed assessment system. These are assessment score to each answer from the respondent: A (Always) scored as 4, O (often) scored as 3, S (sometimes) scored as 2, and N (Never) scored as 1. To see the detail of indicator can be seen in the following section. The reserach also categories each indicators with following classification:

#### 4.1 The Classification of Students' Responds on on teachers' pedagogical competence

NO	Categories	Interval
1	Low	50 - 58
2	Fair	59 - 67
3	High	68 - 76

The classification was made by calculate the highest and the lowest score of the students score in the quistionaire. It is classified as low if the score between 50-58, fair if the score 59-67, and high if the score 68-76. (The calculation is in appendix 5).

### 4.3.1 The Ability to Understand The Learners

The student' responds in teacher competence on the ability to understand the learners can be seen in the table 4.2:

**Table 4.2 The ability to Understand the Learners**

NO	Students	Q 1	Q 2	Q3	Total	Score
1	Student 01	3	3	3	9	75,00
2	Student 02	2	2	2	6	50,00
3	Student 03	3	3	3	9	75,00
4	Student 04	2	2	2	6	50,00
5	Student 05	2	2	2	6	50,00
6	Student 06	3	3	3	9	75,00
7	Student 07	2	2	2	6	50,00
8	Student 08	2	2	2	6	50,00
9	Student 09	3	3	3	9	75,00
10	Student 10	1	1	1	3	25,00
11	Student 11	2	2	2	6	50,00
12	Student 12	3	3	3	9	75,00
13	Student 13	2	2	2	6	50,00
14	Student 14	1	3	3	7	58,33
15	Student 15	2	2	2	6	50,00
16	Student 16	2	2	2	6	50,00
17	Student 17	1	3	3	7	58,33
18	Student 18	2	2	2	6	50,00
19	Student 19	2	2	2	6	50,00
20	Student 20	2	2	2	6	50,00
21	Student 21	1	1	3	5	41,67
22	Student 22	2	2	2	6	50,00
23	Student 23	2	2	2	6	50,00
24	Student 24	2	2	2	6	50,00
	Total					1308,33
	Avarage					54,51

The statement for number (1) Your English teacher gives material according to the abilities of students, (2) Your English teacher helps students develop students'

abilities and (3) Your English teacher encourages learners to study harder were the indicators for teacher competence in the ability to understand the learners. Based on table 4.2 it can be seen the average of students responds on teachers' pedagogical competence was 54,51 or in **low category**.

#### 4.3.2 The Ability to Create Learning Design

The student' responds in teacher competence on the ability to create learning design can be seen in the table 4.3:

**Table 4.3 The Ability To Create Learning Design**

NO	Students	Q4	Q5	Q6	Total	Score
1	Student 01	3	3	3	9	75,00
2	Student 02	2	2	2	6	50,00
3	Student 03	3	3	3	9	75,00
4	Student 04	2	2	2	6	50,00
5	Student 05	2	2	3	7	58,33
6	Student 06	3	3	3	9	75,00
7	Student 07	2	2	2	6	50,00
8	Student 08	2	2	2	6	50,00
9	Student 09	3	3	3	9	75,00
10	Student 10	2	2	3	7	58,33
11	Student 11	2	2	3	7	58,33
12	Student 12	2	2	2	6	50,00
13	Student 13	2	2	2	6	50,00
14	Student 14	1	3	3	7	58,33
15	Student 15	2	2	2	6	50,00
16	Student 16	2	2	2	6	50,00
17	Student 17	1	3	3	7	58,33
18	Student 18	2	2	2	6	50,00
19	Student 19	2	2	2	6	50,00
20	Student 20	2	2	2	6	50,00
21	Student 21	1	3	3	7	58,33
22	Student 22	2	2	2	6	50,00
23	Student 23	1	3	3	7	58,33
24	Student 24	1	3	3	7	58,33
	Total					1366,67
	Avarage					56,94

The statement for number (3) Your English teacher applies learning and learning theory when teaching, (4) Your English teacher is able to determine learning strategies, (5) Your English teacher conveys the competencies you want to achieve before starting the lesson . Based on table 4.3 it can be seen the average of students responds on teachers' pedagogical competence \was 56,94 or in **low category**.

### 4.3.3 The Ability to Implement The Learning

**Table 4.4 The Ability to Implement the Learning**

NO	Students	Q7	Q8	Q9	Total	Score
1	Student 01	2	2	3	7	58,33
2	Student 02	2	2	2	6	50,00
3	Student 03	2	2	3	7	58,33
4	Student 04	2	2	2	6	50,00
5	Student 05	2	2	3	7	58,33
6	Student 06	2	2	3	7	58,33
7	Student 07	2	2	2	6	50,00
8	Student 08	2	2	2	6	50,00
9	Student 09	3	2	3	8	66,67
10	Student 10	2	2	3	7	58,33
11	Student 11	3	2	3	8	66,67
12	Student 12	2	2	2	6	50,00
13	Student 13	2	2	2	6	50,00
14	Student 14	3	3	3	9	75,00
15	Student 15	2	2	2	6	50,00
16	Student 16	2	2	2	6	50,00
17	Student 17	3	3	3	9	75,00
18	Student 18	2	2	2	6	50,00
19	Student 19	2	2	2	6	50,00
20	Student 20	2	2	2	6	50,00
21	Student 21	3	3	3	9	75,00
22	Student 22	2	2	2	6	50,00
23	Student 23	3	3	3	9	75,00
24	Student 24	3	3	3	9	75,00
	Total					1400,00
	Average					58,33

The statement for number (7) Your English teacher develops a learning plan according to the chosen learning strategies, (8) Your English teacher is able to organize the learning atmosphere well, (9) Your English teacher carries out conducive learning during the lesson . It can be seen the average of students responds on teachers' pedagogical competence was 58,33 or in **low category**.

#### 4.3.4 The Ability to Evaluate Learning Outcomes

**Table 4.4 The Ability to Evaluate Learning Outcomes**

NO	Students	Q10	Q11	Q12	Total	Score
1	Student 01	3	2	2	7	58,33
2	Student 02	3	2	2	7	58,33
3	Student 03	3	5	3	11	91,67
4	Student 04	3	2	2	7	58,33
5	Student 05	3	2	2	7	58,33
6	Student 06	2	5	3	10	83,33
7	Student 07	3	2	2	7	58,33
8	Student 08	3	2	3	8	66,67
9	Student 09	1	5	3	9	75,00
10	Student 10	3	2	3	8	66,67
11	Student 11	3	2	3	8	66,67
12	Student 12	1	5	3	9	75,00
13	Student 13	3	2	3	8	66,67
14	Student 14	1	2	3	6	50,00
15	Student 15	3	5	3	11	91,67
16	Student 16	1	2	2	5	41,67
17	Student 17	3	2	3	8	66,67
18	Student 18	1	2	3	6	50,00
19	Student 19	3	2	3	8	66,67
20	Student 20	3	2	3	8	66,67
21	Student 21	3	2	2	7	58,33
22	Student 22	3	2	2	7	58,33
23	Student 23	3	2	2	7	58,33
24	Student 24	3	2	2	7	58,33
	Total					1550,00
	Avarage					64,58



The statement for number (10) Your English teacher evaluates learning processes , (11) Your English teacher analyzes the results of assessment of processes , (12) Your English teacher utilizes the results of learning assessments . It can be seen the average of students responds on teachers' pedagogical competence was 64,58 or in fair category.

#### 4.3.5 The Ability to Develop Learners To Actualize Its Potential

**Table 4.5 The ability to develop learners to actualize its potential**

NO	Students	Q13	Q14	Q15	Total	Score
1	Student 01	1	3	2	6	50,00
2	Student 02	2	2	2	6	50,00
3	Student 03	2	3	3	8	66,67
4	Student 04	1	2	2	5	41,67
5	Student 05	2	3	2	7	58,33
6	Student 06	2	3	3	8	66,67
7	Student 07	1	2	2	5	41,67
8	Student 08	3	2	2	7	58,33
9	Student 09	3	3	3	9	75,00
10	Student 10	1	3	1	5	41,67
11	Student 11	3	3	2	8	66,67
12	Student 12	3	2	3	8	66,67
13	Student 13	1	2	2	5	41,67
14	Student 14	3	3	3	9	75,00
15	Student 15	3	2	2	7	58,33
16	Student 16	3	2	2	7	58,33
17	Student 17	3	3	3	9	75,00
18	Student 18	3	2	2	7	58,33
19	Student 19	3	2	2	7	58,33
20	Student 20	3	2	2	7	58,33
21	Student 21	3	3	3	9	75,00
22	Student 22	3	2	2	7	58,33
23	Student 23	3	3	2	8	66,67
24	Student 24	3	3	2	8	66,67
	Total					1433,33
	Average					59,72

The statement for number (13) Your English teacher facilitates students to develop a variety of student academic potential, (14) Your English teacher facilitates students to develop various non-academic potential of students, (15) Your English teacher provides an evaluation using a simple test so that it does not cause difficulties for student. It can be seen the average of students responds on teachers' pedagogical competence was 59,72 or in **fair** category.

#### 4.3.5 The Students' Responds on Teachers' Pedagogical Competence in All Indicators

To see the result of questionnaire of students responds in teachers' pedagogical competence in all indicators can be seen as follow:

**Tabel 4.1 Students' Responds on Teachers' Pedagogical Competence**

NO	Students	Total	score
1	Student 01	38	63,33
2	Student 02	31	51,67
3	Student 03	44	73,33
4	Student 04	30	50,00
5	Student 05	34	56,67
6	Student 06	43	71,67
7	Student 07	30	50,00
8	Student 08	33	55,00
9	Student 09	44	73,33
10	Student 10	30	50,00
11	Student 11	37	61,67
12	Student 12	38	63,33
13	Student 13	31	51,67
14	Student 14	38	63,33
15	Student 15	36	60,00
16	Student 16	30	50,00
17	Student 17	40	66,67
18	Student 18	31	51,67

19	Student 19	33	55,00
20	Student 20	33	55,00
21	Student 21	37	61,67
22	Student 22	32	53,33
23	Student 23	37	61,67
24	Student 24	37	61,67
Total			1411,67
Avarage			58,82

Based on the avarage of the quistionaire it can be seen that the students' responds on teacher's ability in teaching is in these following categories:

**Tabel 4.2 Categories of Students' Responds on Teachers' Pedagogical Competence**

NO	Categories	Interval	Frequency	Percentage
1	Low	50 - 58	12	50%
2	Fair	59 - 67	9	37,5%
3	High	68 - 76	3	12,5%
	Total		24	100%

Based on the Tabel 4.2 it can be seen that 50% students respond about the teachers' pedagogical competence inlow category, 37,5% in fair category and 12,5% in high category. It can be conclude that the dominat respond showed that the teachers' pedagogical competence is in low categories. It can be happend because based on the observation and interview showed that the teacher did no make the lesson plan, the teacher directly came to the class and taught the students with material based on the text book that she has choosen. It can cause some problem such as the students confused what was the gal of the material and the teaching procedure could be unclear. The students responds on teachers' pedagogical competence was about

37,5% was fair, it can be happend when the teacher had the lesson plan, but the teacher did not make clear explanaiton along with the excercise, it could make the some students difficult to understand. While, there was 12,5% teachers' pedagogical competence was in high category. This was happend because the teacher had done all steps in teaching prcedure so that the students understand well.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This research was conducted at SMPN 1 Bandar Seikijang and the time of the research carried out on April 2019. The teacher was chosen by using total sampling, there were 2 English teacher in SMPN 1 Bandar Seikijang and also the sample of this class is class VIII-A consist of 24 students in the class. The data was conducted by doing observation, interview and questionnaire. Based on observation generally the teachers has done the criteria of pedagogical competence. However some steps were missing. In interview result it also can be seen that the teacher has good pedagogical competence. Based on the questionnaire it also found that generally the teacher has good pedagogical competence because the teachers have done the criteria in the pedagogical competence.

#### 5.2 Suggestion

##### 5.2.1 For teachers

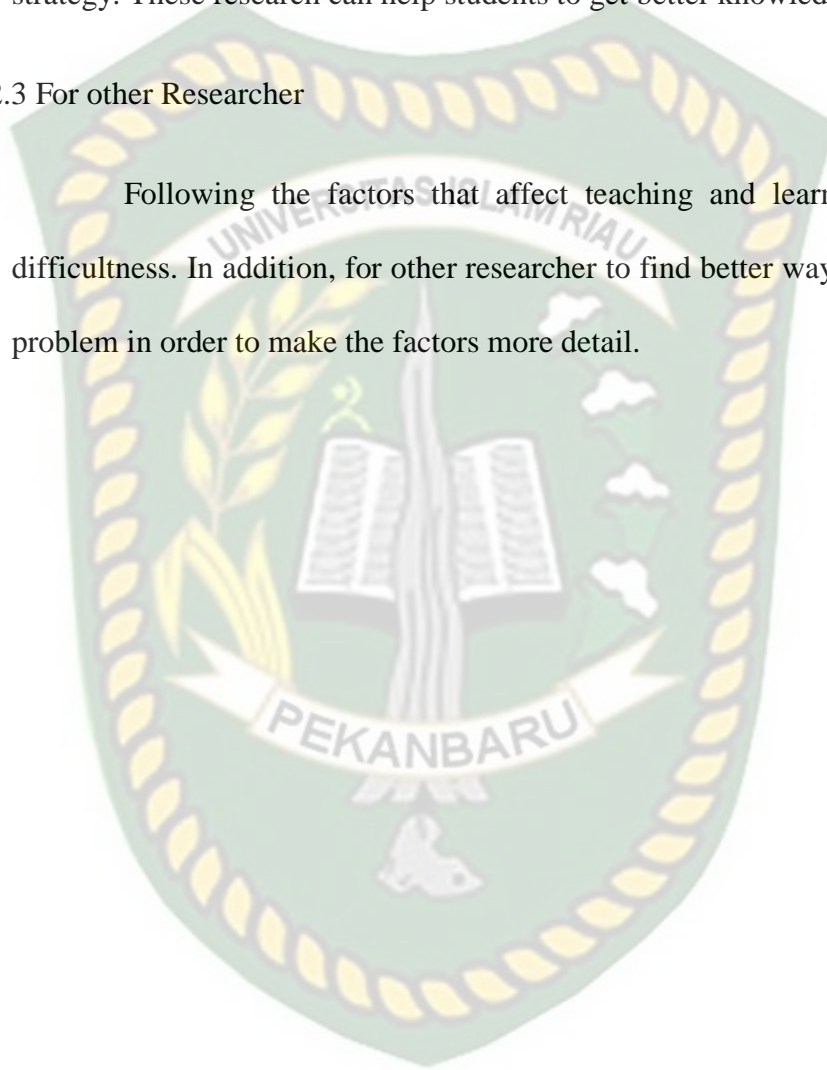
The results of this study were expected to give a contribution to learning English especially in pedagogical competence by doing all the criteria in pedagogical competence.

### 5.2.2 For writers

The results of this study are expected to give a contribution to for English writers. It can be used as mediums to enrich the teaching and learning strategy. These research can help students to get better knowledge.

### 5.2.3 For other Researcher

Following the factors that affect teaching and learning has some difficultness. In addition, for other researcher to find better ways to face some problem in order to make the factors more detail.



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