A STUDY ON PEDAGOGICAL ENGLISH TEACHERS` COMPETENCE AT MAN 2 MODEL PEKANBARU

A THESIS

Intended to fulfill One of Requirements for the Awards of Sarjana Degree in English Language Teaching and Educational Faculty

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2020

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No	Date	Guidance Agenda	Sign
1	April, 12nd 2019	Revised Chapter I	
2	July, 22nd 2019	Revised Chapter II	
3	July, 24th 2019	Revised Chapter III	
4	August, 6th 2019	Checked All Chapter	
5	August, 8th 2019	ACC for Seminar Proposal	
6	October, 7th 2019	Joined Seminar Proposal	
7	December, 16th 2019	Took the Data	
8	February, 3rd 2020	Revised Chapter IV	
9	February, 10th 2020	Checking All Chapter	
10	February, 14th 2020	ACC to join Thesis Examination	

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DECLARATION

Name : Putri Anugrah
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I admit this thesis derived from my own work and my own words, except some theories which quoted or taken from some various sources included in references. I am responsible for the rightness of the data and its content.

Pekanbaru, February 2020
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May Allah almighty, the Lord of universe bless you, Aamiin.

Pekanbaru, February 2020

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ABSTRACT

Putri Anugrah, 2020: A Study on Pedagogical English Teachers` Competence at MAN 2 Model Pekanbaru. *Thesis Pekanbaru: English Language Education, Teacher Training and Education Faculty, Universitas Islam Riau.*

Keywords: Competency, Pedagogical Competence

The writer analyzed this research that entitled "A Study on Pedagogical English Teachers` Competence at MAN 2 Model Pekanbaru". Pedagogical competence is the ability of teachers in the management of education of students, including understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of diverse learners to actualize their potential.

Based on the variable of the research, it is descriptive qualitative, because it only dealed with one variable and the researcher only analysis of pedagogical competence of English Teachers. The population of this research was the English Teachers at MAN 2 Model Pekanbaru, the sample in this research was five English Teachers. The data collection was carried out through questionnaire and interview. The Researcher give the questionnaire to principal of MAN 2 Model Pekanbaru about Pedagogical Competence and then the Researcher do interview to correlate the data about pedagogical competence with the questionnaire result.

Based on questionnaire result that has been distributed to principal at MAN 2 Model Pekanbaru, the researcher find out the level of pedagogical competence have by English Teachers is Excellent Level with percentage 89.25%.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The quality of education is indicated by the teachers quality, teachers are people who very influential in the teaching learning process,they becomes the models for their students. Teachers` attitude and behavior would most likely be imitated by their students in the class. It means that teachers carries a big responsibility in their classroom.

Teachers must be able to influence their students, the success of teaching and learning process is not only about whether the teachers use english or not. However, the teachers` knowledge of learning method is also an essential thing to be mastered.

Actually, people believe that teachers have in-dept knowledge and skill, but there are not enough to make them able to teach well. Teachers have to know about their competency. The importance of professional development for English Teachers is extremely undeniable.

Without teachers, education would be meaningless. In education process, teachers have role important. Success or failure of students, it makes determining by teachers competence.

Competencies that need to be owned by a tutor according to Goverment Regulation No. 19 Year 2005 on National Education Standards, namely pedagogic competence, personal competence, professional competence and social competence.

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Pedagogic competence is the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization.

In this study, the researcher will focus on pedagogical competence. In pedagogical competence, the teachers deals with ability on teaching techniques to manage or mastery learning that covers teachers` ability in relation, how to designing lesson plans, preparing teaching materials and media, curriculum development and assessment of learners and understanding of learners in the learning process in school activities.

Pedagogical competence has become one of crucial aspects to be investigated, because it deals directly with how the teachers run the teaching and learning process which aims to help students learn target in achieving the learning objectives.

The importance of pedagogical competence of english teachers in relation to the subject matter they teach has encouraged the researchers to investigate how professional english teachers develop their pedagogical competence in teaching english in their day-to-day teaching practice.

Teachers should have a good pedagogical competence as well as show their good personalities and social competence, because teaching and learning process should be suitable with the students` condition and facilited by an innovative teaching method, should also be able to make decisions related to their professional work.

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Mastery of pedagogic competence accompanied by professional will determine the level of success processes and lessons students, and ability to manage learning students covering of understanding of students.

Based on explanation above, The researcher was interested about pedagogical competence have by english teachers in MAN 2 Model Pekanbaru because as we know, MAN 2 Model Pekanbaru prove that their students can be compete in International competition, take part student exchanges to english speaking country, win a variety national english competitions, and also this school have a english club and english day programs.

The researcher interested do this research in this school because the researcher want to know how to be mastered in pedagogical english teachers` competence as like as english teachers at MAN 2 Model Pekanbaru and how they improve their pedagogical competence. The research entitle:**"A Study on Pedagogical English Teachers` Competence at MAN 2 Model Pekanbaru".**

1.2 Identification of the Problem

The identification of this problem is needed for giving clasification about the problem that will be investigate. The researcher arrange the identification of problem are to discuss about teachers` pedagogical competence in teaching english by english teachers at MAN 2 Model Pekanbaru, considering english is a foreign language in our country. This

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reasearch also discuss about problems faced by english teachers at MAN 2 Model Pekanbaru.

The reasons why the researcher choose this school because based on the indicators of english teachers` pedagogical competence, they show that their students can be compete in International Competition such as take part student exchanges to english speaking country, win a variety national english competitions, and also this school have a english club and english day programs.

Based on the background the researcher want to know how to be mastered in pedagogical english teachers` competence as like as english teachers at MAN 2 Model Pekanbaru and how they improve their pedagogical competence.

Good teachers are those who produce good outcomes, so that those students with good outcomes must have been taught by good teachers.

1.3 Focus of the Problem

Base on the background, there are four of teacher competence, such as pedagogic competence, personality competence, professional competence and social competence. In this research, the researcher focuses on analyze of English Teacher`s pedagogical competence at MAN 2 Model Pekanbaru. It is need to measure teachers` competence based on aspect and indicators of pedagogical competence.

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1.4 Research Question

The research questions of this study are follows:

1. How is the pedagogical competence of English teachers at MAN 2 Model Pekanbaru?
2. What problems are faced by English teachers at MAN 2 Model Pekanbaru in teaching?

1.5 Objectives of the Research

The objective of the research are:

1. To find out how is pedagogical competence of English teachers at MAN 2 Model Pekanbaru.
2. To find out problems are faced by English teachers at MAN 2 Model Pekanbaru in teaching.

1.6 Significance of the Research

It is expected that the result of the research can be valuable contribution about pedagogical competence to students at Teachers Training and Education Faculty of Universitas Islam Riau, especially for the researcher. To enlarge researcher`s knowledge on research activities, to enrich researcher`s knowledge about teachers pedagogical competence. This research can be to provide some information to readers about teachers pedagogical competence, to give motivation and an active in learning english for students.

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And the researcher also expect that this study will be useful as basic information for other researchers who wants to conduct a research about pedagogical competence of English Teacher.

1.7 Definition of the Key Terms

In order to avoid missunderstanding, the researcher provides the definiton of the key term is used:

1. A Study

A study is according to Hasibuan (2009:10), means that learning about certain subject or find out a subject in detail in order to discover new information or finding. In this study, is to find out pedagogical english teachers have by English Teachers at MAN 2 Model Pekanbaru.

2. Pedagogical Competence

Pedagogical competence is the ability of teachers in the management of education of students, including understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of diverse learners to actualize their potential.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

Relevance theories of this research will be explained in this chapter, there are:

2.1.1 Definition of Competence

Competence is basically a picture of what a person should do the job.Spencer and Spencer (2007) stated that competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristic of individuals who have a casual relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or in certain situations.

He also stated that competence are characteristics that stand out for someone and be ways behave and think in every situation, and takes place in the period long time. Spancer and Spancer (2007:63), mention five characteristics of competence, there are:

1. Motif, which is something that people think and wish that cause something.
2. The nature, the physical characteristic of a consistent response to the situation.
3. The concept of self, the attitudes, values, and the image of someone.

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4. Knowledge, information that is owned by someone in the field certain.
5. Skills, the ability to perform tasks relating to the physical and mental.

In addition, other experts claim that competence is the basis of a personal characteristic that is the deciding factor in the success or failure of a person doing a job or in a particular situation (McClelland, 1993).

According to Gordan, in Mulyasa (2007:38), there are six aspects or domains contained in the concept of competence, namely as follows:

1. Knowledge, is an awareness in cognitive field, for example a teacher knows how to identify learning needs, and how to perform the learning of the students according to their needs.
2. Comprehension (understanding), is the depth of cognitive and affective owned by individuals, for example, a teacher who would carry out the study must have a good undertanding of the characteristics and circumstance of learners.
3. Ability (skill), is something that is owned by an individual to perform a task or job assigned to him, such as the ability of teachers to choose and create simple props to provide ease of learning to learners.

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4. Values, is a standard of behavior that has been believed and psychologically been fused in a person, for example, the standard behavior of teachers in learning (honesty, openness, democratic, and others).
5. Attitude, is feeling (happy, unhappy, likes, dislikes) or a reaction to a stimulus that comes from outside, a reaction to the economic crisis, the feeling of the salary increase, and others.
6. Interest, is the tendency of a person to perform an act, such as interests to do something or to learn something.

According to Mulyasa (2004: 37-38), the competence is a combination of knowledge, skills, values, and attitudes are reflected in habits of thinking and acting. In the teaching system, competence used to describe the ability of professional capability to demonstrate knowledge and conceptualization at a deeper level high. These competencies can be acquiredthrough education, training and another experience appropriate level of competence.

Competencies define the applied skills and knowledge that enable people to successfully perform their work while learning objectives are specific to a course of instruction. Competencies are relevant to an individual`s job responsibilitie, roles and capabilities.

They are a way to verify that a learner has in fact learned was intended in the learning objectives, that describe what the learner should be able to achieve at the end of a learning period. Learning

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objectives should be specific, measurable statements and written in behavioral terms. In short, objectives say what we want the learners to know and competencies say how we can be certain they know it.

According to UU No.14 Year 2005 on Teachers and Lecturer, competence is a set of mastery abilities, skills, values and attitudes that must be owned, lived and ruled teachers sourced from the education, training, and experience so that it can running a teaching job in a professional manner.

According Zamroni (2001:60), the teacher is the one who holds the role important in designing learning strategies that will be done. The success of the learning process is highly dependent on the performance of teachers in teaching and learning activities can be done properly and correctly by someone who has gone through specific education that is designed to prepare as a teacher. The statement leading to an understanding that teaching is a profession and teacher job is a professional job. Every professional job requires to have a certain ability or competence in order that concerned may perform the duties of the professional.

Further Suparlan (2006:85), explains that "The standard of competence of teachers is the specified size or required in the form of the acquisition of knowledge and the behavior of action for a teachers to be functional positions in accordance with field duties, qualifications and level of education". It means, to know how is the

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teacher competence then it come from the teacher itself. Competence is a set of knowledge, skills, and behaviors that should be lived, owned, possessed, and actualized by teachers in carrying out tasks in education.

2.1.2 Definition Teacher`s Competence

According to Suparlan (2006:85) "Competence teachers are doing a complex combination of knowledge, attitudes, skills, and values that showing by teachers of the context of the performance given to him". Competence is knowledge of teachers` performance.

Sudrajat (2007:120) stated "The competence of teachers is a picture of what a teacher should do in carry out its work, either in the form of activities in the act as well as the results intended". Teacher should be sharpen their abilities because competence come from teachers` abilities, to handle the learning activities, teacher should be has a competence.

Other expert stated that "The competence of teachers in the basic capabilities which must be held by teachers" Sudjana (2002:17). Based on the above can interpreted as a teacher competence abilities / skills a teacher in the form of knowledge, skills, attitudes and values acquired through education and training so as to do their job properly.

According to Sumitro et al (2002:70), "school need teachers have the competence to teach and educate innovative and creative enough time to pursue professionalism, able to maintain its authority

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in the eyes of learners and society so as to improve the quality education". The ability to teach is the essential ability to be owned by teachers, not least because the main task is to teach. In learning process, teachers face the students a dynamic, well as a result of internal dynamics that comes from within students and as a resukt of the demands of environmental dynamics are a bit much effect on students.

Therefore, the ability to teach must dynamic as well as the students` demands is inevitable. Teaching capabilities of teachers is actually a reflection on competence. This competence is comprised of various important components. Sudjana (2002:17), Cooper cites the opinion that there are four competencies required to teachers, namely:

1. Having knowledge about the study of human behavior.
2. Having the knowledge and control of cultivated fields of study.
3. Having the right attitude about themselves, school, peers and cultivicated fields of study.
4. Having the ability of teaching techniques.

Teacher competence is a various competence required in transfering knowledge to their students include pedagogical competence, personality competence, professional competence and social competence (pp.No.19 of 2005). Show that the teacher competence is a ability knowledge basic of a personal characteristic that is deciding factor in success or failure of a person.

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The notion of teachers` professionalism has also been given much attention. According to Law No.14 in 2005 on Teachers and Lecturers PP 74 on 2008, the goverment has formulated four types of teacher competence as listed in the explanation of goverment regulation No.19 of 2005 on national education standards, namely: Pedagogical Competence, Personality Competence, Professional Competence and Social Competence.

Statement of Ryegard (2008) Michael Olalekan Olatunji stated that "pedagogical competence implies that the teacher from definite goals and frameworks, through continuous development of teaching and personal professional development, support and facilitates the learning of the students in the best way. This pedagogical competence also reflects the teacher`s competence in regard to collaboration, comprehensive view and contribution to the development of pedagogy for higher education".

There are some personality competence that must be possessed by a teacher namely; 1) Personality steady, stable and adults; 2) Dicipline, wise and charismatic; 3) Being a role model for the students and; 4) Noble. Indicator of personal competence in this statement based on the opinion of Mulyasa (2009:121).

Professional competence is the competence or skills related to the completion of the tasks of education. Professional competence has mastered the characteristics of teaching materials are broad and deep,

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and master the structures and methods science field of study is taught. The material is controlled not just a teaching material that is taught in school or in accordance with a flyer in the school curriculum, but also the material overriding, state by Wina Sanjaya in Wibowo and Hamrin (2012:118).

Mulyasa (2007:173), social competence that is get along and communication effectively, relationship between the school and the community, the role of teachers in the community and the teacher as an agent of social change.

2.1.3 Definition of Pedagogical Competence

Pedagogic comes from the Greek word "paedos", which means the boys, and "agogos" means usher, guide. So, pedagogic helper boys on in ancient Greece whose work her employer`s child to school. Then figuratively pedagogic is an expert, who guides children toward a life purpose certain.

According to Langeveld (2000:145) distinguishes the term "pedagogic" with the term "pedagogy". Pedagogic interpreted with science education, more focused on the thought, reflection about education. Thought to how we guide the children, educating children.

Mulyasa (2007:26) states that, the pedagogical competence is the ability of teachers in the management of education of students who at least include: 1) The ability to manage learning; 2) Understanding of the learners; 3) Design of learning; 4) Execution of educational

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learning and dialogue; 5) Utilization of technology education; 6) Evaluation of learning outcomes and; 7) Development of learners.

While the term of pedagogy means that education, a greater emphasis on practice, concerning the activities of educating, guiding children activities. Pedagogic is a theory that is through and objective crisis, developing concepts about human nature, the nature of the child, the nature and purpose of education the nature of the educational process. Nevertheless, there are still many dark areas as "Terraincegnita" (regional unknown) in the field of education, because the problem of essence life and human nature is still a lot covered by mystery.

The competence-performance approach was energized with the postulation of a competence-moderator-performance model (Overton, 1985). In this model, it is assumed that the relation between competence and performance is moderated by other variables, for example, cognitive style, memory capacity, familiarity with the task situation, and other individual difference variables. Within developmental psychology, another modification of the competence performance model, even more influential than Overton`s moderator model, involved a conceptual differentiation of competence into three components.

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2.1.4 The Teachers` Pedagogical Competence

Components included in the pedagogical competency, namely; (1) controls the characteristics of leas from the physical aspect, the spiritual moral, social, cultural, emotional and intellectual, (2) control of learning theories and principles of learning that educates, (3) develop curriculum related to the subject matter, (4) conducting educational learning, (5) utilize information and communication technology for the sake of learning, (6) facilitate the development of potential learners to actualize their potential, (7) communicate effectively, empathetic, and manner with the students, (8) conducting the assessment and evaluation processes and learning outcomes, (9) utilize the assessment and evaluation for the sake of learning, (10) take action to improve the quality of reflective learning (Asmani, 2009).

2.1.5 The Indicators of Pedagogic Competence

Pedagogic competence is one type of competence indispensable controlled by the teacher. Pedagogic competence is essentially the ability of teachers to manage the education of students. Pedagogic competence is competence that would distinguish teachers to other professions and will determine the level the success of the process and learning outcomes learners.

This competence is not acquired suddenly but through efforts to learn continuously and systematically, either in the pre-occupation

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(education teacher candidates) or during in-service, which is supported by the talent, interest and other teacher training potential of each individual.

According to Kementrian Pendidikan Nasional. 2010. Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan. 2010. *Pedoman Pelaksanaan Penilaian Kinerja Guru (PK Guru)*. Jakarta. In connection with activities of teacher performance assessment there are 7 aspects and 45 indicators relating pedagogical competence mastery. The following are the seven aspects of competence pedagogic and its indicators:

1. Mastering the characteristic of learners.

Teachers were able to record and use information about characteristics of learners to help the learning process. These characteristics are related to the physical aspects, intellectual, social, emotional, moral, and socio-cultural background:

1. Teachers can identify learning characteristics of each learner in the class.
2. Teachers ensure that all learners have the same opportunity to participate actively in learning activities.
3. Teachers can set class to provide equal learning opportunities for all learners with physical abnormalities and different learning abilities.

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4. Teachers try to find out the cause of deviant behavior of learners in order to prevent behavior does not harm other learners.
5. Teachers help develop the potential and overcome the shortage of learners.
6. Teachers pay attention to learners with specific physical weaknesses that can follow activity learning, so that students are not marginalized (excluded, mocked, inferior, etc.).

2. Dominate learning theory and principles of learning that educated

Teachers were able to set a variety of approaches, strategies, methods, and techniques in a creative learning educate suitable the competence standards of teachers. Teachers were able to adjust the learning method in accordance with the characteristics of the students and motivate them to learn:

1. Teachers provide opportunities for learners to master the age-appropriate learning materials and learning abilities through learning and activity settings are varied.
2. Teachers always ensure a level of understanding of learners towards specific learning material and adjust

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the next learning activities based on the level of understanding.

3. Teachers can explain the reason for the implementation of activities / activities that do, either favorable or which is different from the plan, related to successful learning.
4. Teachers use a variety of techniques to motivated willingness of learners.
5. Teachers plan learning activities that are related to one another, by paying attention to teaching and learning process of students.
6. Teachers pay attention to the response of learners who do not / do not understand learning materials taught and use it to improve the design of the next study.

3. The development of the curriculum

Teachers were able to create a syllabus in accordance with the most important goals of curriculum and use the RPP in accordance with the objectives and the learning environment. Teachers were able to select, arrange, and organize learning materials that match the needs of learners:

1. Teachers can create a syllabus in accordance with the curriculum.

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2. Teachers designing lesson plans in accordance with the syllabus to discuss specific teaching materials in order to learners can achieve basic competency set.
3. Teachers follow a sequence of learning materials with attention to learning objectives.
4. Teachers choosing instructional materials that: (1) in accordance with the purpose of learning, (2) accurate and up-to-date, (3) according to age and ability level of learners, (4) can be implemented in the classroom and (5) within the context of everyday life learners.

4. The learning activities that educated

Teachers were able to develop and implement the draft learning that educates complete. Teachers were able to implement the appropriate learning activities with the needs of learners. Teachers were able to develop and use a variety of learning materials and learning resources in accordance with the characteristics of learners. Where relevant, the teachers use information technology communication technologies (ICTs) for the sake of learning:

1. Teachers implement learning activities in accordance with the draft that has been prepared in full and the implementation of these activities indicate that teachers understand its purpose.

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2. Teachers implement instructional activities that aim to help the learning process of students, not to test that make students feel depressed.
3. Teachers communicate new information (eg: additional material) according to age and level the ability of learners.
4. Teacher addressing the mistakes made by the students as the stage of the learning process and not merely a mistake that must be corrected. For example: to know in advance the other learners who agree / disagree with the answer, before giving an explanation of the correct answer.
5. Teachers implement learning activities appropriate curriculum content and link it with the context the daily life of students.
6. The teacher made learning activities are varied with enough time for activities learning appropriate to their age and level of ability to learn and retain the attention learners.
7. Teachers manage the class effectively without dominating or busy with their own activities for all time participants can be utilized productively.

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8. Teachers' capable audio-visual (including ICT) to increase the motivation of learners in achieving learning objectives. Customize learning activities designed to classroom conditions.
9. Teachers provide many opportunities for students to ask questions, practice and interact with other learners.
10. Teachers set the implementation of learning activities systematically to assist the learning process learners. As an example: teachers add new information after evaluating the students understanding the earlier material.
11. Teachers use teaching aids, and / or audio-visual (including ICT) to improve students' motivation learning in achieving the learning objectives.

5. The development potential of learners

Teachers are able to analyze the learning potential of each participant students and identify development potential of learners through programs that support better teaching students actualize academic potential, personality, and creativity until there is clear evidence that students actualize their potential:

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1. Teachers analyze the learning outcomes based on any form of assessment of every learner to determine the rate of progress of each.
2. Teachers design and implement learning activities that encourage learners to learn according to the skills and learning patterns respectively.
3. Teachers design and implement learning activities to bring the power of creativity and critical thinking skills of learners.
4. Teachers actively assist learners in the learning process by giving attention to each individual.
5. Teachers can identify correctly about the talents, interests, potential, and learning difficulties each learner.
6. Teachers provide learning opportunities to learners in accordance with their respective ways of learning.
7. Teachers focus on the interaction with the students and encouraged him to understand and use the information submitted

6. Communication with learners

Teachers are able to communicate effectively, empathetic and polite with learners and be enthusiastic and

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positive. Teachers are able to provide a complete response and comments or questions relevant to the learners:

1. Teachers use questions to find understanding and maintaining the participation of learners, including providing open-ended questions that require students to respond with ideas and their knowledge.
2. Teachers pay attention and listen to all the questions and the responses of learners, without giving interruption except where necessary to help or clarify any questions / feedback.
3. Teachers respond to questions that learners are accurate, correct and up to date, appropriate learning goals and curriculum content, without embarrassing him.
4. The teacher presents the learning activities that can foster good cooperation between all students.
5. Teachers listen and give attention to all the answers either correct learners or that are considered wrong to gauge the level of understanding of learners.
6. The teacher gives attention to learners' questions and responded in a complete and relevant to makes student better.

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7. **Assessment and Evaluation**

Teachers were able to conduct assessment process and results of learning sustainable. Teachers evaluated the effectiveness of the processes and outcomes of learning and use the assessment and evaluation of information for designing remedial and enrichment programs. Teachers were able to use the results of assessment in the learning process:

1. Teachers prepare assessment tools appropriate to the learning objectives to achieve a certain competence as written in the lesson plan.
2. Teachers carry out the assessment with different techniques and types of assessment, in addition to the formal assessment implemented school, and announce the results and implications for the learners, on the level understanding of the learning materials that have been and will be studied.
3. Teachers analyze assessment results to identify topics / basic competencies that are difficult to known strengths and weaknesses of each learner for remedial and enrichment purposes.
4. Teachers utilize the feedback from learners and reflect to improve learning the next, and can prove it through

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notes, journals learning, learning design, additional material, and so forth.

5. Teachers tapped the assessment results as the drafting of learning materials that will be done next.

2.2 Relevance Studies

Some researches of pedagogic competence were conducted by some researchers:

M. Syahrul in 2016 with the title "The Analysis of Pedagogical Competence of the English Teachers` of the Second Grade Students At MTs Negeri 1 Jeneponto in Teaching English". This study is aimed to describe the teachers` pedagogical competence in Teaching english at the second grade students and to analyzed the students perspectives on the teachers` pedagogical competence.

The research is located at MTs Negeri 1 Jeneponto. Data collection techniques in this study are observation, interviews, and Questionnaire. Data analysis techniques are qualitative data and quantitative data. From the discussion, the Results of this study include: (1) analysis of Teachers` Pedagogic Competence in Teaching English was a good in teaching English at the second grade students of MTs Negeri 1 Jeneponto. It was found in teachers` result on interview. (2) the analysis of students` perception on the teachers` pedagogical competence was in medium category.

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It was found in students` result of students` perception about teachers` pedagogic competence in teaching English.

Wiwi Rif`atul Qodriyah in 2016 with the title "An Analysis of Teachers` Pedagogical Competence in Teaching English for Young Learners at Nara Islamic School Cirebon". This study is aimed to describe the how teachers of Nara Islamic School Cirebon able to manage young learner classroom and how teachers of Nara Islamic School Cirebon use instructional media in teaching English for young learners.

The research is located at Nara Islamic School Cirebon. Data collection techniques in this study are observation, and interviews. Data analysis techniques in this research is decriptive qualitative research. The Results of this study include: (1) teachers of Nara Islamic School Cirebon able to manage young learner classroom, it was found in teachers` result on interview. (2) Teachers of Nara Islamic School Cirebon use instructional media in teaching English for young learners and It was found in students` result in mean score of students.

2.3 Conceptual Framework

The researcher will express about pedagogical competence owned by English Teachers at MAN 2 Model Pekanbaru. The researcher want to identify Pedagogical Competence by English Teachers and how the teachers faced a problem will be find in teaching learning process followed by aspects and indicators based on Sudrajat theories that related on Kementrian

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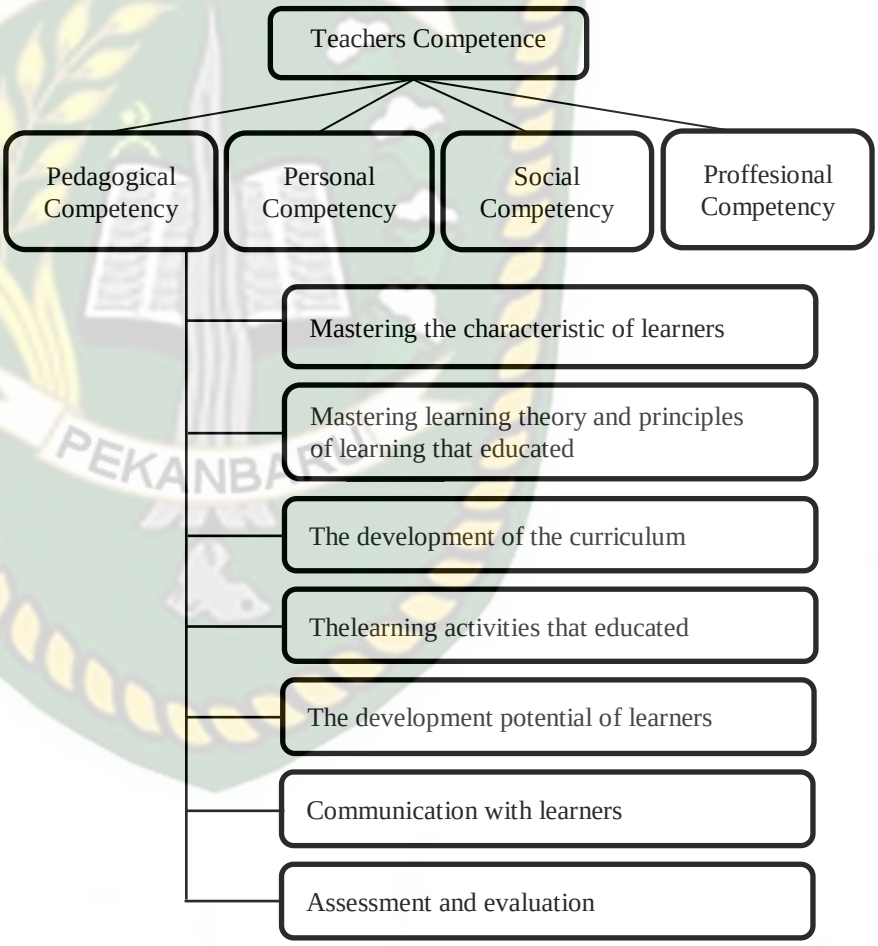
Pendidikan Nasional. 2010. Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan. 2010. *Pedoman Pelaksanaan Penilaian Kinerja Guru (PK Guru)*. Jakarta.. There are seven aspects with 45 indicators that will be analyze by the researcher, base on English Teachers` Pedagogical Competenece at MAN 2 Model Pekanbaru.

Figure Conceptual Framework



2.4 Assumption

This research is conducted on the basis of the following assumption: the researcher assume that the study will be research isto know pedagogical competence that have by English Teachers in MAN 2 Model Pekanbaru.

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CHAPTER III

RESEARCH METHOD

3.1 Research Design

The design of this research is a qualitative design, hadbeen applied descriptive method. It being qualitative approach by using descriptive design. Margono (2010:8) stated that 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.

According Sugiono (2012:15) argue 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 qualilative methods for the data collected and analysis is more qualitative.

To find the data about A Study on Pedagogical English Teachers` Competence at MAN 2 Model Pekanbaru, the researcher used collecting data techniques through questionnaire and interview. Furthermore, to analyze the data that had been collected with the technique of data reduction and data descriptive conclusion.

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3.2 Location

This research had been conducted in MAN 2 Model Pekanbaru which located on Diponegoro Street 55, Cinta Raja, Kec. Sail, Pekanbaru, Riau.

3.3 Sourch of The Data

This research subject is an English Teachers at MAN 2 Model Pekanbaru, had been conducted at the teacher because researcher wants to find out directly how is the practice of pedagogical competence of teachers when teaching in the classroom, so the researcher can get the real data from the questionnaire that had been given by principal and interview result by English Teachers. The name of principal MAN 2 Model Pekanbaru is Norerlinda, M.Pd since 2016, she also ever being a lecturer of faculty of teacher training and education at Universitas Islam Riau. In MAN 2 Model Pekanbaru, there are five English Teachers that had been interview to collection the data about Pedagogical English Teachers` Competence.

3.4 Instrument

In collecting the data, the researcher used two kinds of instruments there are questionnaire and interview. Questionnaire was used to know pedagogical competence have by english teachers at MAN 2 Model Pekanabaru. Interview on the other hand was used to get more information about pedagogical competence have by English Teachers at MAN 2 Model Pekanabaru. Based on explanation given this research is about qualitative descriptive.

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According to Rugayah (2016) qualitative research is a research on descriptive research and tend to use analysis. It means the data do not analyze by numerical. After the researcher took the data based on questionnaire and interview the result can be seen from that instrument. The effectiveness of learning process can be calculated by formula of Anas Sudijono (2009).

$$\boldsymbol{P = \frac{F}{N} x 100\%}$$

P : Percentage

F : Frequency of Percentage

N : Number of Case

And to know how was the level pedagogical competence of English Teachers, the researcher used percentage as follows:

Table 3.4 Criteria of Pedagogical Competence

Interval Score	Criteria
81% - 100%	Excellent
61% - 80%	Very Good
41% - 60%	Good
0% - 40%	Not Good

Source: Ridwan and Sunarto in Roskia

This table is criteria of Pedagogical Competence of English Teacher base on score in percentage. The instrument of this research is a

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questionnaire sheet adapted from Kementrian Pendidikan Nasional. 2010. Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan. 2010. *Pedoman Pelaksanaan Penilaian Kinerja Guru (PK Guru)*. Jakarta and also do interview with correlation questions in pedagogical competence.

3.5 Data Collection Technique

In order to get the data to support this study, the researcher had beenused questionnaire dan interview the teachers to correlated the questionnaire result.

3.5.1 Questionnaire

According to Cohen, et al, 2011) questionnaire is a useful instrument to gathering factual information, data on attitude, belief and opinion both in past and present time. The research also used the Likert Scale which was consisted of 5 degrees of agreement these are, SD (Strong Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strong Agree). The principal at MAN 2 Model Pekanbaru put a thick (√) to the degree of agreement based on 7 aspects and 45 indicators of pedagogical english teachers.

3.5.2 Interview

Regarding an interview, as Kvale (1996) remarks, as an interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for

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knowledge production, and emphasizes the social situatedness of research data.

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 had been used a structure interview as the research instrument, therefore doing interviews and the researcher had been 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 interview in this study to obtain data, information related to teachers` pedagogical competence of English Education. (The instrument shows in appendix)

3.6 Data Analysis Technique

3.6.1 Questionnaire

Johnson and Larry (2012) stated that questionnaire is a self data collection instrument that each researcher participant fills out as a part of a research study. The researcher distribute questionnaire to principal of MAN 2 Model Pekanbaru.

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The questionnaire has four options those are SD (Strong Disagree), D (Disagree), A (Agree), SA (Strong Agree). In analyzing the data, the way to score the questionnaire is as follows:

Table 3.6.1 Category of the Questionnaire Score

Category	Score
Stongly Disagree	1
Disagree	2
Agree	3
Strongly Disagree	4

Sources: Johnson and Larry (2012)

After the principal finished the questionnaire, the researcher take the total score by the category of the questionnaire score. Researcher divide based on the statement in the questionnaire. Than researcher group from category and get the percentage.

3.6.2 Interview

The researcher prepares some list of questionnaire to be asked to the subject participants and the researcher used open interview. According Johnson and Larry (2012) interview is collection data from interviewer asks some questions related to this study to the interviewers. The purpose of the

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interview was to support questionnaire to get information about the formulated problem from this study.

3.7 Data Collection Procedure

1. Researcher give the questionnire to principal of MAN 2 Model Pekanbaru about Pedagogical Competence based on the first research question.
2. Researcher do interview to correlate the data about pedagogical competence with the questionnaire result based on the second research question.

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CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the findings and analysis of pedagogical competence of English Teachers at MAN 2 Model Pekanbaru. All the data obtained from collected questionnaires that has been given to principal of MAN 2 Model Pekanbaru and interviews with English Teachers at that school. As started in the previous chapter, the researcher wants to analyze the data on this chapter, how is the level of pedagogical competence have by English Teachers at MAN 2 Model Pekanbaru.

4.1 Data Description

After getting data from the questionnaires and interviews, the researcher present the data to be describe based on the previous chapter, and after that, researcher show the result of a study on pedagogical competence of English Teachers at MAN 2 Model Pekanbaru.

The main objective of this research was to know the problems in pedagogical competence have by English Teachers at MAN 2 Model Pekanbaru. It was used as evidenced in answered the problem statements stated in chapter I.

4.1.1 Questionnaires

For the first, the data collected by distiributed the questionnaires to principal at MAN 2 Model Pekanbaru. The questionnaire consisted of 7

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aspects and 45 indicators of pedagogical competence that has been explain for each aspect in Chapter II.

The principal at MAN 2 Model Pekanbaru, answer the question to give assessment about pedagogical competence has by English Teachers at that school.

4.1.2 Interviews

The second data is collected by giving the interviews to all of English Teachers. The interviews consisted of nine questions related to the second research question about what problems are faced by English Teachers in teaching english.

The are:

1. How did the teacher`s understand of characteristic the learners related to the physical, intellectual, social emotional, moral, spiritual and background of socio cultural?
2. How did teacher apply in creative teaching approaches, strategy, method and technique?
3. How did teacher understand the principles of development curriculum?
4. How did the teacher determined of learning goal?
5. How did teacher develop of indicator and assessment instrument?
6. How did teacher develop of learning design?
7. How did teacher arrange a complete learning design both in class, laboratory although in outside of classroom?

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8. How did the teacher use media and learning resource that relevant to the characteristic of learners and subject of learning to achive of learning objective?
9. How did the teacher understand strategy for communicating effective, empathizing well behave in oral, write or other form?

4.2 Data Analysis

In this research, the researcher analyzed the data qualitatively based on the research design used qualitative descriptive was taken from result of questionnairesto answer the first research question and interviews to answer the second research question.The scoring of questionnaire, the research calculated the score by looking the highest choices in each statement, ranging 4-1 scoring (Strong Agree, Agree, Disagree, Strong Disagree).

4.2.1 The Result of The First Research Question.

The data was obtained from the questionnaire which has 7 aspects, there are: Mastering the characteristic of learners; Dominate learning theory and principles of learning that educated; The development of the curriculum; The learning activities that educated; The development potential of learners; Communication with learners; Assessment and Evaluation. The result of this research is English Teachers at MAN 2 Model Pekanbaru has a Excellent level about pedagogical competence.

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All of those indicators answering the research question are in the following:

Table 4.2.1.1

Mastering the characteristic of learners

No.	Clasification	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	0	0%
3.	Agree	14	47%
4.	Srongly Agree	16	53%
Total		30	100%

Based on the table above, it shows that from five English Teachers, the principal chooses Strongly Disagree for the first aspect, the percentage is 53% as a quite upper than others. The second is 47% for Agree, the lowest percentage 0% for Disagree and Strongly Disagree.

From the data above indicated that the principal choosesStrongly Agree in Mastering the characteristic of learners.

Table 4.2.1.2

Dominate learning theory and principles of learning that educated

No.	Clasification	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	2	7%
3.	Agree	16	53%

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4.	Srongly Agree	12	40%
Total		30	100%

Looking at the table above, it shows that the principal select Srongly Disagree with a percentation 0%. The highest percentage is 53% for Agree and 40% for Stongly Agree, the last is 7% for Disagree.

To Dominate learning theory and principles of learning that educated, can be indicated that the principal Agree in this aspect based on the data.

Table 4.2.1.3

The development of the curriculum

No.	Clasification	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	0	0%
3.	Agree	6	30%
4.	Srongly Agree	14	70%
Total		20	100%

In this table shows that the highest score chooses by the principal to English Teachers isStrongly Agree with the percentation 70%. The second score in this aspect is 30% for Agree, 0% for Disagree and Strongly Disagree.

The principal chooses Stongly Agree for The development of the curriculum by English Teachers at that school, indicate based on the data.

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Table 4.2.1.4

The learning activities that educated

No.	Clasification	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	4	7%
3.	Agree	22	40%
4.	Srongly Agree	29	53%
Total		55	100%

From the table above shows that the aspect about The learning activities that educated, the principal select Strongly Agree with 53%. The second is 40% for Agree, 7% for Disagree and the lowest is Strongly Disagree, 0%.

The principal chooses Strongly Agree for The learning activities that educated have by English Teachers.

Table 4.2.1.5

The development potential of learners

No.	Clasification	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	0	0%
3.	Agree	11	31%
4.	Srongly Agree	24	69%
Total		35	100%

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In this table shows that the fifth aspect about The development potential of learners, the principal chooses Strongly Agree with the percentage is 69%, the lowest percentage is 0% to Strongly Disagree and Disagree, for Agree is 31%.

From the data above indicated thatThe development potential of learners, the principal chooses Strongly Agree.

Table 4.2.1.6

Communication with learners

No.	Clasification	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	0	0%
3.	Agree	7	23%
4.	Srongly Agree	23	77%
Total		30	100%

For Communication with learners, Strongly Agree as a highest score given by the principal to English Teachers with the percentation 77%. As a second score is 23% for Agree, 0% for Strongly Disagree and Disagree.

From the data above indicated that the principal chooses Strongly Agree in aspect of Communication with learners.

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Table 4.2.1.7

Assessment and Evaluation

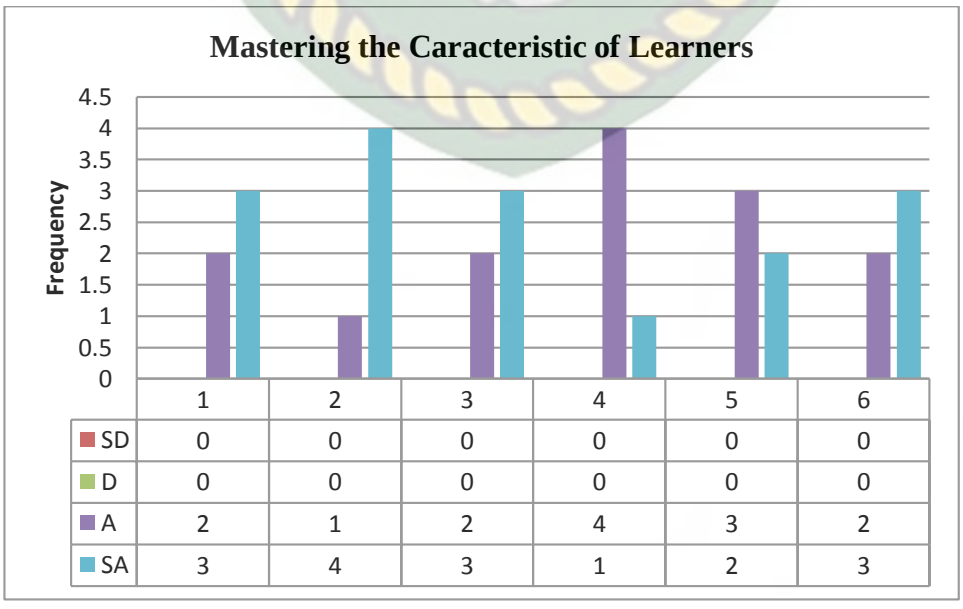
No.	Clasification	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	0	0%
3.	Agree	14	47%
4.	Srongly Agree	16	53%
Total		30	100%

In this table, the lowest score is 0% for Strongly Disagree and Disagree, and the highest score is 53% for Strongly Agree, 47% for Agree.

The data indicated that the Assessment and Evaluation selected as highest score given by principal to English Teachers.

The Presentation of the English Teachers` Score for Each Aspect

Aspect 1



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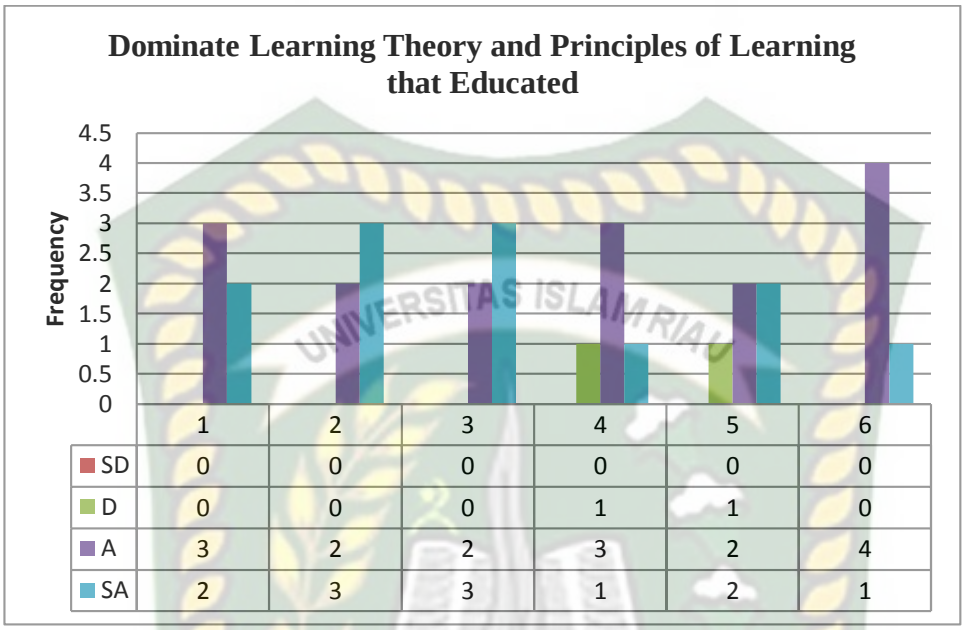
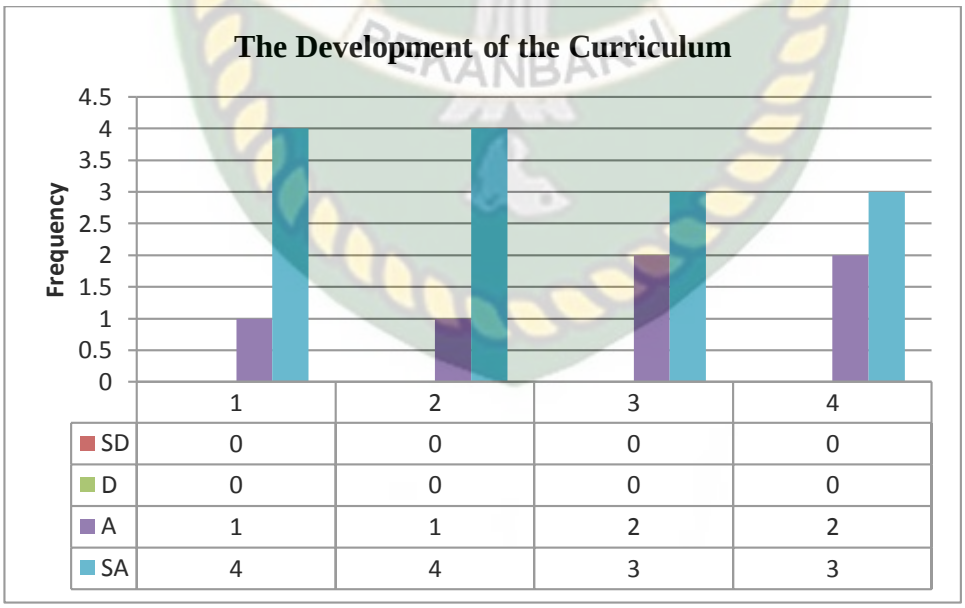
Aspect 2



	1	2	3	4	5	6
SD	0	0	0	0	0	0
D	0	0	0	1	1	0
A	3	2	2	3	2	4
SA	2	3	3	1	2	1

Aspect 3



	1	2	3	4
SD	0	0	0	0
D	0	0	0	0
A	1	1	2	2
SA	4	4	3	3

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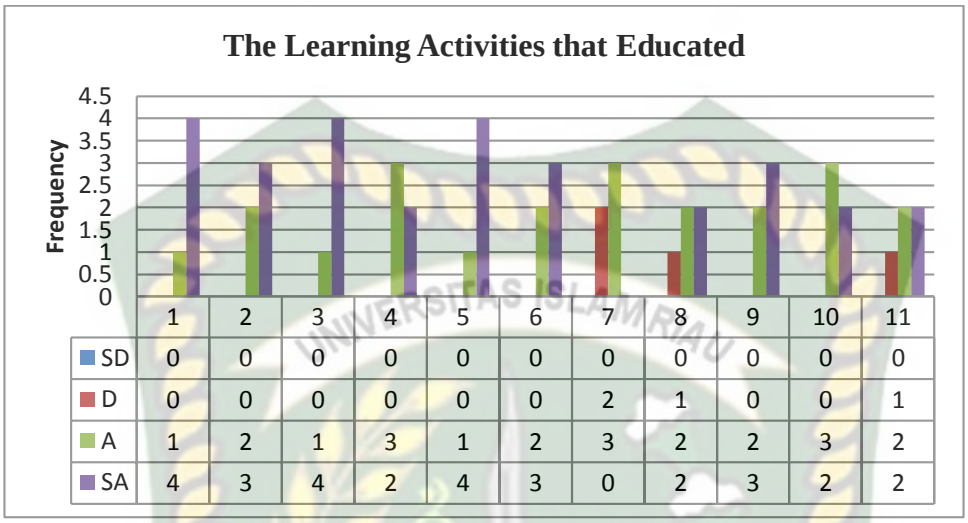
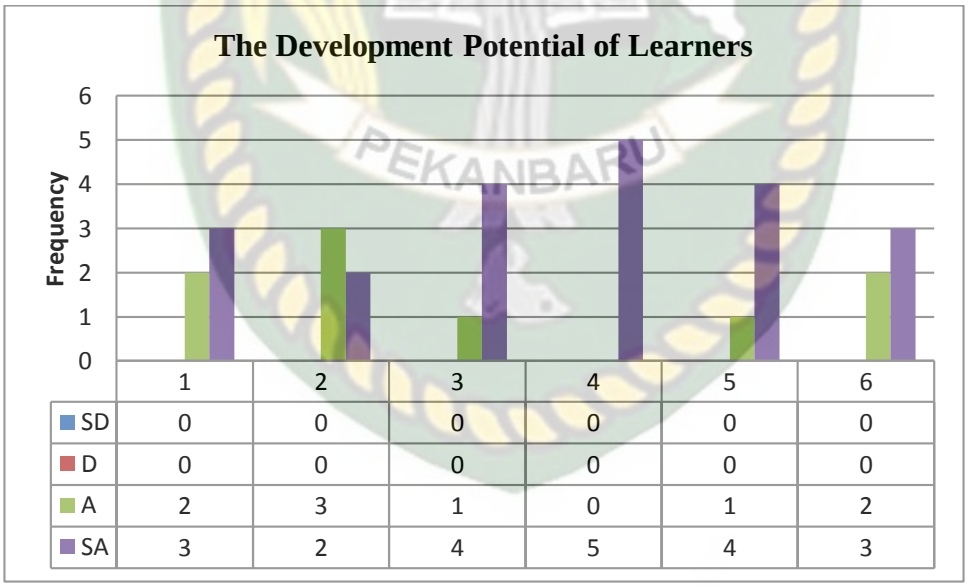
Aspect 4



	1	2	3	4	5	6	7	8	9	10	11
SD	0	0	0	0	0	0	0	0	0	0	0
D	0	0	0	0	0	0	2	1	0	0	1
A	1	2	1	3	1	2	3	2	2	3	2
SA	4	3	4	2	4	3	0	2	3	2	2

Aspect 5



	1	2	3	4	5	6
SD	0	0	0	0	0	0
D	0	0	0	0	0	0
A	2	3	1	0	1	2
SA	3	2	4	5	4	3

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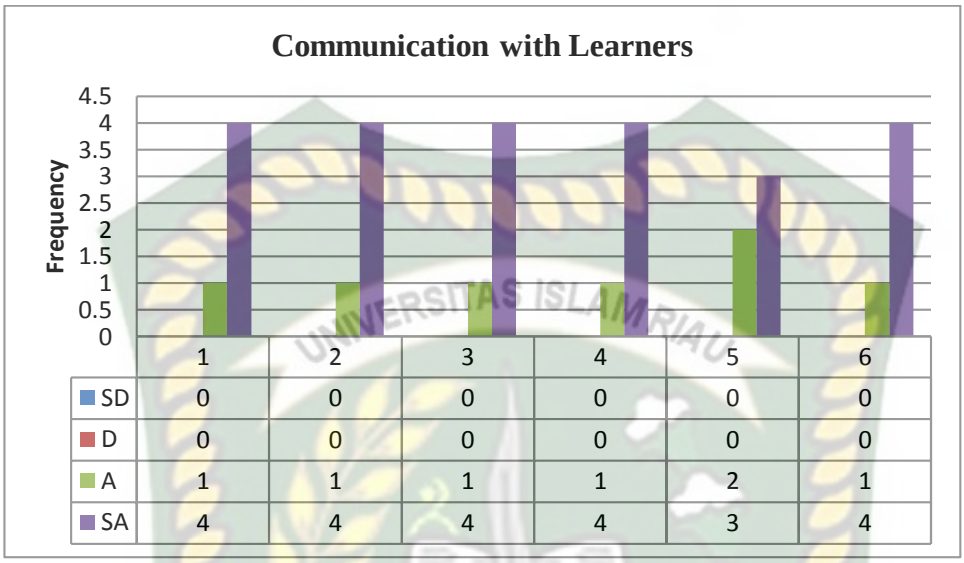
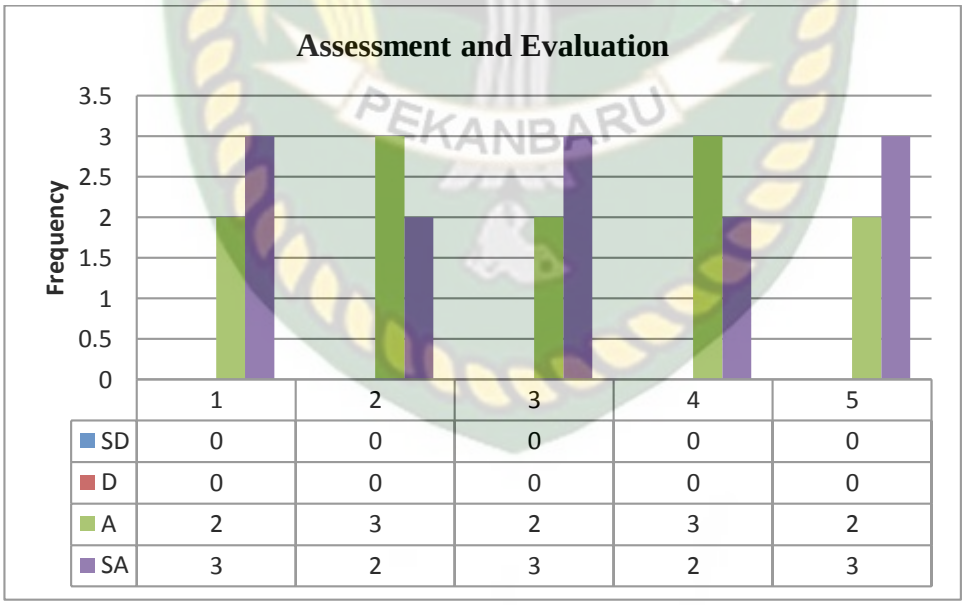
Dokumen ini adalah Arsip Milik :

Aspect 6



	1	2	3	4	5	6
SD	0	0	0	0	0	0
D	0	0	0	0	0	0
A	1	1	1	1	2	1
SA	4	4	4	4	3	4

Aspect 7



	1	2	3	4	5
SD	0	0	0	0	0
D	0	0	0	0	0
A	2	3	2	3	2
SA	3	2	3	2	3

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4.2.1 Recapitulation for Each Aspect

Sample	Aspect							Score
	Aspect 1	Aspect 2	Aspect 3	Aspect 4	Aspect 5	Aspect 6	Aspect 7	
1	0	0	0	0	0	0	0	**0**
2	0	2	0	4	0	0	0	**4**
3	14	16	6	22	11	7	14	**90**
4	16	12	14	29	24	23	16	**133**
Total Score	**30**	**30**	**20**	**55**	**35**	**30**	**30**	**230**
Average	**4.29**	**4.29**	**2.86**	**7.86**	**5**	**4.29**	**4.29**	**32.86**

The presentation of English Teachers` score in each aspects of pedagogical competence have by English Teachers. Total score from the data are 30 for aspect 1, 2, 6 and 7, and for aspect 3 is 20, 55 for aspect 4 and 35 for aspect 5. The total score was 230 and 32.86 for total average.

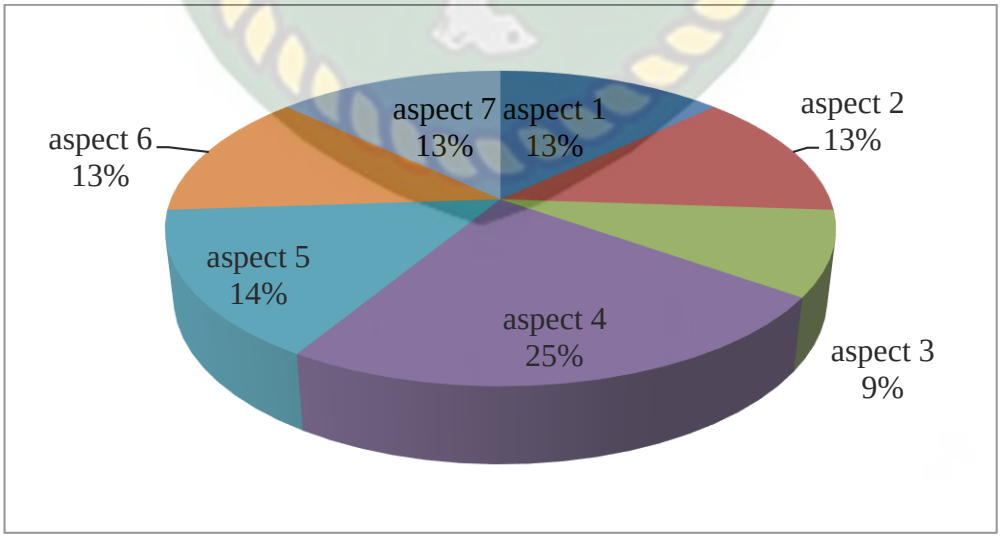

Figure 4.2.1 Percentage of Pedagogical Indicators

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Based on the diagram above it shows the percentage from all of aspects. The highest percentage isThe learning activities that educated with the percentation is 25%, and the lowest percentage is 9% to The development of the curriculum. The second lowest aspect is 13% from aspects 1, 2, 6 and 7. For The development potential of learners is 14%.

Table 4.2.2 The Recapitulation of Questionnaire Answer

No.	Aspect	SD	D	A	SA
		F	F	F	F
1.	Mastering the characteristic of learners.	0	0	14	16
2.	Dominate learning theory and principles of learning that educated.	0	2	16	12
3.	The development of the curriculum.	0	0	6	14
4.	The learning activities that educated.	0	4	22	29
5.	The development potential of learners.	0	0	11	24
6.	Communication with learners.	0	0	7	23
7.	Assessment and Evaluation.	0	0	14	16
Total		**0**	**6**	**90**	**134**
Average		**0**	**1**	**22.5**	**33.5**

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Based on the table above it shows the number of frequency and average from all aspects. For the frequency of Mastering the characteristic of learners are 0, 0, 14 and 16. Dominate learning theory and principles of learning that educated are 0, 2, 16 and 12. The development of the curriculum are 0, 0, 6 and 14. The learning activities that educated are 0, 4, 22 and 29. The development potential of learners are 0, 0, 11 and 24. Communication with learners are 0, 0, 7 and 23. The aspect of Assessment and Evaluation are 0, 0, 14 and 16. In the frequency of all aspects from the highest score and average is Strongly Agree, there are 134 and 33.5. The lowest score and average is Strongly Disagree with score 0.

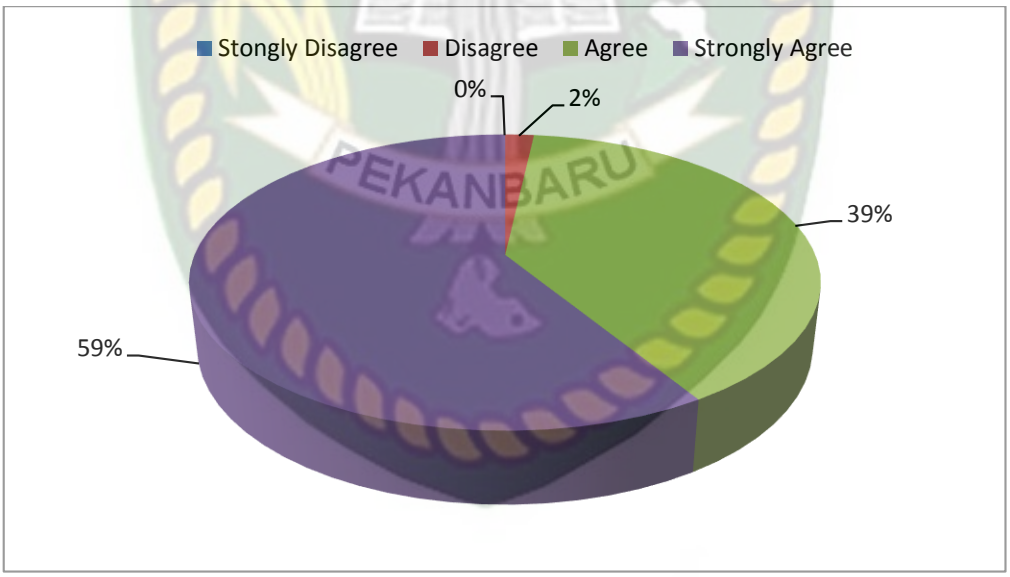

Figure 4.2.2 Percentage base on score

Based on diagram above it shows the number of percentage from all rates. The highest percentage is on Strongly Agree with the percentage 59%, and the second highest is on Agree with the percentage 39%. Disagree with the percentage 2% and 0% for Strongly Disagree.

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The result of the questionnaires that has been given to principal after the calculation based on the table 4.2.2.

Option SD 0 x 1 = 0

Option D 4 x 2 = 8

Option A 90 x 3 = 270

Option SA 134 x 4 = 536

The recapitulation: 0 + 4 + 90 + 134 = 228 (N)

0 + 8 + 270 + 536 = 814 (F)

It can be calculated by using this formula as below:

P=$\frac{F}{N}$x 100 :4

P=$\frac{814}{228}$x 100 :4

P = 3.57 x 100 : 4

P = 89.25 %

To analyze the data that has been collected, the researcher uses descriptive qualitative technique by describing and interpreting the frequency and percentage that has been received for questionnaire from principal. Then, the data is calculated by percentage by using qualitative sentence, the criteria as follow by Ridwan and Sunarto in Roskia.

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Pedagogical competence have by English Teachers at MAN 2 Model Pekanbaru after calculated from the data is 89.25%. It can be conclude that the English Teachers at MAN 2 Model Pekanbaru has a pedagogical competence level with Excellent criteria based on the calculated data above.

Table 4.2.3 Recapitulation for each teacher

Teacher	SD	D	A	SA
Teacher 1	0	5	25	15
Teacher 1	0	0	7	38
Teacher 1	0	0	3	42
Teacher 1	0	0	17	28
Teacher 1	0	1	35	9
Average	**0**	**1.2**	**59**	**26.4**

4.2.2 The Result of The Second Research Question

To find out the answer of question about problems are faced by English Teachers, the researcher give some questions related to pedagogical competence. The content of interview in this research consisted of nine questions. The result of inerview sees in Appendix.

The first question is “How did the teacher`s understand of characteristic the learners related to the physical, intellectual, social emotional, moral, spiritual and background of socio cultural?” Based on the question above, the teacher answer that wants to know in physical aspect

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teacher identified the characteristic of learners. In intellectual aspect teacher try to know the characteristic of learner based on intelligent, and the other aspects the teacher want to know behavior, physiological and social culture of learners. In this ways, make the teacher more to know the characteristics every learner when teaching and learning process.

The second question is "How did teacher apply in creative teaching approaches, strategy, method and technique?" the teacher try to dominate theory of learning, understanding the develop of curriculum, make use of technology, good communication with learners.

The third question is "How did teacher understand the principles of development curriculum?" in this question the teacher should be know what the principles of curriculum and teacher should be know the success or not of implementation of curriculum because develop of curriculum is very important in teaching and learning environment, from this case every teacher shoul be understand how did to applied curriculum in teaching and learning proccess.

The fourth is "How did the teacher determined of learning goal?" this case also determining of student interest when learning process.

The fifth is "How did teacher develop of indicator and assessment instrument?" teachers answer this question through the characteristic of subject and what students need.

The sixth question "How did teacher develop of learning design?" this question answered by teachers that learning design is one of process that

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shoul be clear and affective in education environment to achive the goal of learning.

The question about “How did teacher arrange a complete learning design both in class, laboratory although in outside of classroom?” the teacher arranges the learning based on indicator achievement.

“How did the teacher use media and learning resource that relevant to the characteristic of learners and subject of learning to achive of learning objective?” in this question, the media is one of the facilities that important in teaching and learning in the class. Teacher should be able to use media or technology as tools or resources to teach the learner to make them interest including students understanding.

The last question is “How did the teacher understand strategy for communicating effective, empathizing well behave in oral, write or other form?” teacher shoul be good communication to make teaching and learning process is well.

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CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

5.1 Conclusions

The pedagogic competence is essentially the ability of teachers to manage the education of students. Consisted of 7 aspect and 45 indicators.

From all data obtained and based on data analysis that has been done, so it can be formulated conclusion of the research result to answer research question. The result from the first research question is, the pedagogical competence has by English Teachers at MAN 2 Model Pekanbaru is Excellent level after calculated the data in chapter IV.

The result from the second research question is the teachers in MAN 2 Model Pekanbaru, basically can apply all aspects in pedagogical competence.

5.2 Implication

Implication are described from the research finding. The implications based on the conclusions of the research results as follows:Pedagogical competence of English Teachers in MAN 2 Model Pekanbaru has excellent level because, the teachers join various workshop to increasing their pedagogical competence, and also the principal always doing assessments and evaluations to make their English Teachers can be teaching well in accordance with the aspects of pedagogical competence.

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5.3 Suggestions

Based on conclusion above, there are some suggestions might be helpful for teacher and other as following:

5.3.1 For Teacher

Very important to understand the pedagogical competence to support success in teaching and learning process. As a teacher might to implement the pedagogical competence which started from teaching preparation, teaching implementation and teaching result evaluation. The presence of teachers and educational institution is also not only as a teacher, but also as a social creature.

5.3.2 For other Researcher

In order to develop the teaching process for teacher pedagogical competence in learning english, hopefully the other researchers can conduct the research with other aspects of teacher competence base on educational goal to give support for teacher in learning english.

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