

AN ANALYSIS OF EFL TEACHERS' PEDAGOGIC COMPETENCE IN TEACHING ENGLISH AT SMP NEGERI 8 LUBUKLINGGAU

¹Annisa Wahyu Diana, ²Maria Ramasari, ³Agus Triyogo, M.Pd.

¹²³University of PGRI Silampari

¹annisawahyudiana17@gmail.com, ²mariaramasari@gmail.com,
³agustriyogo@gmail.com.

Abstract

The aim of the research was to find out An Analysis of EFL Teachers' Pedagogic Competence in teaching English at SMP Negeri 8 Lubuklinggau. However, the research was conducted at SMPN 8 Lubuklinggau and the time of this research was carried out on Augustus' 2023. The researcher was chosen by using total sampling there were 2 English teachers in SMPN 8 Lubuklinggau. In this research, the researcher held on the observation in the first meeting in class, and last the researcher conducted an interview and given a questionnaire with two English teachers to know the teacher's pedagogical competence in teaching English at the seventh grade of SMPN 8 Lubuklinggau. However, the data was conducted by observation, interview and questionnaire. Based on the observation in general the teacher has done the criteria of pedagogical competence. Meanwhile, some steps were missing, in the data of the interview result and the questionnaire it also can be seen that English teacher A and B has good pedagogical competence.

Keywords: Pedagogical Competence, English Teacher.

I. INTRODUCTION

The globalization of education has significantly impacted the Indonesian education sector, with the globalization of education often lagging behind. This issue arises because education can be challenging to progress based on quantitative calculations, such as profit and efficiency principles. Education is a basic aspect of human existence and has beneficial effects on daily living.

Teachers play a crucial role in determining the quality of education, as they play a significant role in their work and their professional knowledge and practice.

Good teachers are essential for effective classroom instruction, as they can aid in the development and encouragement of effective language acquisition and increase student engagement. They should possess the necessary teaching expertise and abilities, as well as a thorough understanding of the subject matter they will be teaching to their students. A positive impact on students' learning comprehension is crucial, especially when teaching languages.

A professional teacher is characterized by being an activator, leader, and inspiration, prioritizing character education, developing personality, upholding the teacher's code of ethics, mastering the foundation of education to achieve national education goals, mastering teaching materials, developing and implementing teaching programs based on the applicable curriculum, assessing results and teaching and learning processes, and organizing guidance processes. Teaching is a complex and uncertain process that involves the interaction of teachers, students, materials, texts, and prior experiences. It is a learning activity that involves transmitting knowledge to students in a way that attracts their interest and makes learning memorable and enjoyable. Teachers must help their students grow as both academic and social beings.

Pedagogical competence is the ability to manage learning, including planning, implementing, and evaluating learners' learning outcomes. It is essential for teachers to help their students grow as both academic and social beings. In the SMP Negeri 8 Lubuklinggau school, the lecture technique is more prevalent, but there are issues with some teachers using traditional teaching methods that focus on the teacher rather than the students. This can lead to students feeling bored and lacking imagination in the classroom.

To ensure a successful learning process, teachers must be prepared for the teaching process, preparing teaching materials and media, and fostering a reciprocal relationship or cooperation between teachers and students.

II. METHODOLOGY

In this research, the researchers used a qualitative descriptive approach. The method used in this research was to study cases. The aims of this research were to determine the pedagogical competence of teachers in SMPN 8 Lubuklinggau. According to Fraenkel and Wallen (2009), the descriptive method was a method used to explain, analyze, and classify something through. The researcher believes that the descriptive method was appropriate to achieve the aims of this research.

III. RESULT AND DISCUSSION

A. Discussion

1. The first Teacher (Teacher A)

The researcher observed the teacher in 1 meeting in a different class. The observation was about the teacher's prime knowledge of the students in the class. The teacher uses the curriculum and syllabus, the teacher responds to the students when they ask, the teacher uses media in teaching and gives the students score and task and give an evaluation after the teaching.

In the meeting, the teacher comes to the VII.F. Based on the observation, the teacher used the Merdeka Curriculum. The material was about the date and month. The teacher brought the lesson plan to the class convey to the material. And also in the teaching and learning process, the students were always asked about the material before entering the new material. However, the teacher gave the motivation to the students the study. From the lesson, the teacher explains the material about the date and month. She used a book as her media for learning. However, the teacher asked the students about what month in the day. The students gave feedback to the teacher's questions. Furthermore, only some of the people use of English language, and also the teacher gave the suggestion to translate it into the English language. Those the end of the learning process the

teacher asked the students about what they have studied and closed the class by giving a conclusion to the class.

2. The Second Teacher (Teacher B)

The teacher uses the curriculum and syllabus, the teacher responds to the students when they ask, the teacher uses media in teaching and giving the students score and task and give an evaluation after the teaching.

In the meeting, the teacher comes to the VIII.A. Based on the observation, the teacher used the Merdeka Curriculum. The material was about Greeting Cards. The teacher brought the lesson plan to the class to convey the material. And also in the teaching and learning process, the students were always asked about the material before entering the new material. However the teacher given the motivation to the students this study. In the lesson, the teacher explains the material about the greeting card. She used a power point as her media in the learning process. However, the teacher asked the students about what is a greeting card and then what is the generic structure of a greeting card. The students gave feedback to the teacher's questions. Those the end of the learning process the teacher asked the students about what they had studied and closed the class by giving a conclusion to the class.

Overall the researcher concluded based on the first and second teacher namely

- a) The teacher always bring the lesson plan in every meeting
- b) The teacher always convey the teaching goal one in the meeting
- c) The teacher always used the media in the learning process
- d) The teacher always asked the students and the students gave the feedback to the teacher questions
- e) The teachers always gave the conclusion about the material in the last meeting.
- f) And last the teacher gave the evaluation in the learning process.

a. The interview result

In this research the researcher interviewed 2 English teachers at SMPN 8 Lubuklinggau to know about their teacher pedagogical competence. The

researcher asked about 6 questions to the 2 English teachers which can be seen in the explanation namely:

The first interview with teacher A. the data was about the process of teaching and learning in the classroom has a run smoothly then has the problem in this class such as students do not read the sentence. So the teacher manages classroom in the teaching and learning process is the used the many strategies was learned and teaching. However the strategy that teacher use in teaching and learning process in every material were used different strategy or method that she used. And then the strategies can help her to know the students' in English ability furthermore the media that her used when teaching in the class namely: Power point, Book, Map Mapping and real lea. (Interview on 11 Augusts 2023 with Teacher A).

The second interview with teacher B, the interview aims the collect the data about the process of teaching and learning in the classroom to identify the characteristic of the students, make good condition in the learning process, give the students question and give feedback. So the teacher manages the classroom in the teaching and learning process using the many strategies learned and teaching especially the teacher conditioning the students' seat in this class and then the teacher anticipate physical and psychological students' conditions. However, the strategies that the teacher used in the teaching and learning process in every material was used different strategy or the method that she used were discussions and presentations, lecturing method, audio visual and audio lingual methods. And then the strategies can help her to know the students' English ability furthermore the media that she used when teaching in the class namely: Picture, Powerpoint and a Book. (Interview on 15 Augusts 2023 with Teacher B)

b. The Questionnaire Result

Based on the questionnaire the explanation of the English teacher's pedagogical competence based on the 7 indicators questionnaire will be explained as follow:

1. Mastering the Students' Characteristics

In this aspect based on the questionnaires the first teacher can identify the students' characteristic in the learning process of the students but only partially because the students were too much so that he cannot identify them one by one. However, the teacher looked at the students in this class that which student has potential and which student has a deficiency, so that the student who has potential learning in English can be helped to develop it and for the student who has a deficiency, the teacher asked what was not understood and the second teacher can identify the characteristics of each student in learning so she divided the students into the same groups wherein each group has students with similar of the characteristics even though they were not exactly the same. Meanwhile, the teacher looked at the ability of the students then he directed and helped the students to develop their abilities when there were students who had difficulties in learning, she asked the students about what was not understood so they were helped to solve until understood.

2. Mastering Learning Theory

Based on the result of the questionnaires from the first teacher gave the opportunity for students to read the material that has been discussed so that the students can master the learning material. And then the second teacher also gave me the opportunity for students to learn the material that has been previously described. However, both English teachers always ensured the students' level of understanding towards the learning material by asking the students if they understand or not when the material has been explained. The teacher pays the attention to responses of the students who have not understood the learning material in the learning process.

3. Development of Curriculum

Based on the questionnaires the first and second teachers can arrange the syllabus according to the curriculum. This indicator got the result that the first and second teachers have a syllabus from the school based on the curriculum that is applied by the school and designs a learning plan based on the syllabus however the questionnaires the teacher follows the sequence of learning material by paying attention to the learning objectives. Meanwhile, both English teachers showed that

they have followed the sequence of learning material that has been made in their lesson plan. However, in this indicator, the researcher got the data that the first teacher pay attention in choosing the material for the students because based on him material was the core of the learning activity, with the appropriate learning material then the students also easier to understand. And the second teacher also pays attention to the material that has been discussed.

4. Educating Learning Activities

The teacher conduct learning activities based on the design that has been prepared. Both the English teachers conducted learning activities that aim to help the learning process of the students in which they said that it was their duty as teachers. The teacher is able to adjust learning activities designed to class conditions.

5. Development of Students' Potential

The teacher analyzes the result of learning based on all forms of assessment of each student. The researcher got the data that the first teacher analyzed the result of learning by using the knowledge and skills assessment. While the second teacher analyzed the result of learning at the end of learning by observing the level of difficulty of questions. However, the first teacher and second teacher designed and implemented learning activities that could encourage students so could achieve the learning objectives.

Furthermore, the teacher gives learning opportunities to students based on their own learning methods. It can show that the first teacher and second teacher gave learning opportunities to the students through their own learning methods because their own learning methods made it more comfortable and easy to learn.

6. Communication with the Students

The teacher uses questions to find out the understanding that requires students to answer with their ideas and knowledge. In this aspect can be explained the first and second teachers sometimes used questions to get answers to their ideas and knowledge of the students. Because teachers were given questions whose only answers were yes or no. Thus the teacher gives attention and listens to all the questions and responses of the students. In the resulting interview of both

English teachers, the first and second teachers gave attention and listen to the questions and feedback of the students because of it the teacher would explain again that has not been understood. And also the teacher responds to the questions from students, true, and up to date, based on the learning objectives and the first and second teachers always responded to the question from the students well so that no students feel less understood about the material.

7. Assessment and Evaluation

In this aspect the teacher prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the lesson plan. The first and second teachers designed lesson plans and assessment tools appropriate to the purpose of learning, and based on the assessment the teachers could see the success of students in certain competencies. The teacher conducts an assessment of the techniques and types of assessment, in addition to formal assessments conducted by the school, and announces the results and their implications for students, about the level of understanding of the learning material that has been and will be learned

IV. CONCLUSION

The research found the researcher was conducted at SMPN 8 Lubuklinggau and the time of this research carried out on Augustus' 2023. The teacher was chosen by using total sampling there was 2 English teachers in SMPN 8 Lubuklinggau. The data was conducted by doing observation, interview and questionnaire. Based on the observation in generally the teacher has done the criteria of pedagogical competence. Meanwhile the some steps were missing, in the data of the interview result and the questionnaire it also can be seen that the English teacher A and B has a good pedagogical competence.

REFERENCES

- Aziz, Hamka Abdul. (2012). *Characteristics of a Professional Teacher: Producing Excellent Students Responding to Future Challenges*. Jakarta: Al-MaudiPaina.
- Basri (2019). *Analysis of Teacher' Pedagogical Competence in Teaching English at The First Grade of Sma Negeri 5 Selayar*. (Doctoral dissertation, University Of Muhammadiyah Makassar)
- Brown, H. Douglas. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy 2 nd ed*. New York: Pearson Education Color Press Ltd.
- Damayanti, D. (2020). *An analysis of teacher's pedagogical competence in teachingenglish At MA NW Aik Bukak Central Lombok* (Doctoral dissertation, UIN Mataram).
- Derakhshan. (2015). *The Challenges of Teaching English Language: The Relationship Between Research and Teaching*. International Journal of Linguistics.
- Harmer, J. 2007. *The Practice of English Language Teaching*. Harlow: Ashford
- Hayes, C. (2003). *Teacher Professional Development: A Primer for Parents and Community Members*.
- KHOLID, A. (2021). *An Analysis of Teachers' Pedagogical Competence in Teaching English at Seventh Grade of The Second Semester of MTsN 1 Way Kanan In The Academic Year Of 2020/2021* (Doctoral dissertation, UIN Raden Intan Lampung).
- Kunandar. 2007. *Guru Profesional Implementasi KTSP dan Persiapan*. Jakarta : Raja Grafindo Persada
- Loughran, J., & Berry, A. (2005). *Modeling by teacher educators*. Teaching and Teacher education.
- Margono,, 2003. *Metodologipenelitianpendidikan*. Cet, II; Jakarta; RinekaCipta. *MenghadapiSertifikasi Guru*. Jakarta: RajagrafindoPersada.
- Mulyasa, E. (2007) *standar kompetensi dan sertifikasi guru*. Remaja Rosdak
arya.

Mulyasa, E. 2009. *Praktik penelitian tindak kelas*. Bandung: PT Remaja Rosdakarya.

Rachmawati, Tutik dan Daryanto. 2013. *Penilaian Kinerja Profesi Guru dan Angka Kreditnya*. Yogyakarta: Gava Media.

Ramayulis. 2013. *Profesi & Etika Keguruan*. Jakarta: Kalam Mulia.

Republic of Indonesia, 2005 Government Regulation Number 19, 2005 concerning National Education Standards., Jakarta: State Secretariat.

Sadulloh, U., Muharram, A., Robandi, B. (2018). *Pedagogik (Ilmu Mendidik)*. Bandung: Alfabeta.

Rijali. A. (2018). Qualitative Data Analysis. *Jurnal Alhadharah*. Vol.17(33). Hal: 81 – 95.