

**AN ANALYSIS OF TEACHERS' PEDAGOGICAL COMPETENCE IN
TEACHING ENGLISH AT SMA NEGERI 3 BANDA ACEH**

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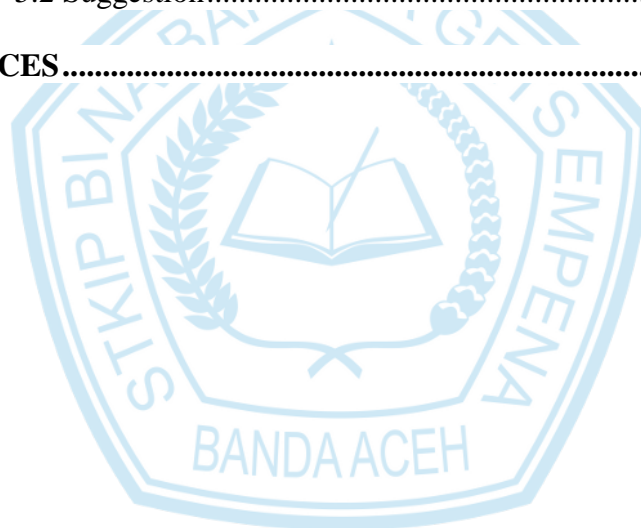


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CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, the research problem, the purpose of study, the significance of study, the scope of the study and the terminology of terms. The explanation of each part is presented below.

1.1 Background of the study

Education is an activity that has purpose and it can guide people toward the purpose they want to achieve (Hasbullah, 2005:10). Further, with education a person can develop their ability in terms of mentality, physical and their mindset in order to be better in the society's life. Hasbullah (2005:15) also added the purpose of education is to distinguish good and bad, and it can develop their personality, work with others and they can distinguish themselves with others. Furthermore, the educational process is the process of realizing human existence in the community (Latif, 2009:11). It can be stated that the targets of education are teaching someone about knowledge that can improve their abilities.

The institution of education have an important role in education field since it is one of the effort to increase the quality of education. Indirectly, the education can be obtained whether from the book or society when we have an interaction with them. School is the most effective institute to obtain knowledge for students. It is one of education institution which has some goals, such as achieving education target, implementing the education in the form of teaching; including teaching English.

English is a tool to express idea, thought, argument, and feeling orally or written. In Indonesia, English lesson is not only purposes to make students smart in English but also as a tool to reserve and develop knowledge, technology, and art-culture. However, English language is one of a lesson which is hard to be understood by the student as general. It is because the limitation of students' understanding with the subject that is learned. There are some factors that made the students' understanding is limited. The most prominent factor is the teachers' pedagogical competences who teach English.

Being a teacher is not as easy as the people think, because the teacher plays an important role in what they do, and how they do in developing their own professional knowledge and practice (Loughran, 2010:1). They become the models for their students. Thus, the teacher's attitude and behavior would most likely be imitated by their students in the class. In the other words, a teacher also carries a big responsibility in her/his classroom. One reason is that the teachers are people who are very influential in teaching-learning process. Everything they say would have an impact on their students. If the teacher feels happy or angry, it would be spread among students because their attitude would get contagious for students. Therefore, teachers should really bring their students to the objectives to be achieved because all students depend on them.

People believe that teachers actually have in-depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able to teach well, they also need to have teaching skills or pedagogical competence (Hotaman, 2010:20). Moreover, Indonesian Government

Regulation No. 74, 2008 on Teachers and lecturers defines that teacher's pedagogical competence is the ability of teacher in learning management of the learners. There are six components of pedagogical competence that must be possessed by a teacher; understanding the subject in English lesson, understanding the students, having the ability in setting and implementing lesson plans and learning strategies, having the ability in creating educational and dialogical learning which is interactive, utilizing of learning technology, and evaluating learning outcomes.

Based on the researcher's observation while Teaching Practice Program (PPL) on August 30th 2018, August 31st 2018, September 6th 2018, and September 7th 2018, SMA Negeri 3 Banda Aceh is a school which has good teaching and learning in English language lesson. It can be seen from the student's achievement in studying English. A good teacher is the most determinant of the students' achievement in the classroom (Hayes, 2003: 54). A teacher is considered as a successful teacher in teaching the subject toward the student if the student understands about the subject that is taught by the teacher.

Thus, the achievement of the students is seen from how the teachers master all the abilities of teaching. In this case, the researcher observes that the student understand the subject that is taught by the teacher easily, also the student are active while teaching and learning process. Furthermore, as a proof that students understand the subject, when the teacher gives some exercises unexpectedly, the students are able to answer the question correctly and

appropriately. Even though, there are still some students who cannot answer it perfectly, but most of students in the class can do that.

In addition, the other evidence is the student achievement in English lesson. The student obtain high score and above KKM. The KKM in the school is 75, and the average of the student's score is 80. Therefore, the researcher conclude that teaching and learning process that handle by the teacher is successful that is proven by the fact that the students score in English is high. The teaching and learning achievement is not regardless of the teacher's ability on how the teacher manages the class. The ability to manage the class is a part of pedagogical competence. Therefore, the researcher wants to obtain the valid data by conducting a research about English teacher's competence.

The method which is applied by English teacher in SMA 3 Banda Aceh is scientific approach method which is supported by technique of: guided observation, open-ended question, Think Pair Share (TPS), brainstorming, mind mapping, inquiry, experiment, and team work. Scientific approach is a disciplined approach and knowledge approach that has function toward a certain problem.

SMA Negeri 3 Banda Aceh is implementing the curriculum of 2013. The demands of the 2013 curriculum require an educational process that provides opportunities for students to develop all their potential. Potential related to aspects of attitude (affective), knowledge (cognitive), and skills (psychomotor). These aspects are developed so that they can be meaningful in life in a community, nation, for the welfare of human life. 2013 curriculum learning requires learning

that leads to empowering all students' potential to become competent human beings in life.

Many researches have been conducted related to the Teachers' pedagogical competence analysis. Those researches are believed can support the current research which is conducted by the researcher. The first research is come from M. Syahrul from Universitas Islam Negeri Alauddin Makassar in 2016. The research is about "The Analysis of Pedagogical Competence of The English Teachers' of The Second Grade Students at MTs Negeri 1 Jeneponto in Teaching English. The findings of this research showed that the score of students' perception on teachers' pedagogical competence in teaching English were 31 including medium category. In addition, the teachers' pedagogic competences were very good in teaching English at the second grade students of MTsN Binamu Jeneponto.

The second is about "An Analysis of teachers' pedagogical competence in teaching English for young learners at NARA Islamic school Cirebon". The study was conducted by Wiwi Rif'atul Qodriyah from *Syekh Nurjati* State Islamic Institute Cirebon in 2016. This study shows that the teacher does various actions to manage the classroom which is the English young learner classroom. Those various actions are conducted by the teacher to manage several things, such as classroom layout, classroom interaction, and roles of the teacher, classroom language, error correction, and dealing with diversity.

The last research is about "The contribution of teachers' pedagogical competence toward the effectiveness of teaching of English at MTsN balang –

balang”. The study comes from Zulkifli Hidayat Ada from Universitas Islam Negeri Alauddin Makassar. The researcher found that the contribution of teachers pedagogy competence toward the effectiveness of teaching of English, seems the teacher have made serious effort in conducting the teaching and learning to make more effective in teaching of English in the class. This contribution seen from how they organize the learning from arranged the teaching plan, teaching and learning process, and assessment.

The teachers were also able to motivate the students to attend the class, induce the students to learn the material as well as explain the material clearly so that the students could comprehend it easily. Furthermore, the students were also active in asking and answering questions both from the teacher. In the section of discussion, the students were also able to conclude the materials taught during the teaching and learning process. It means that teacher’s pedagogy competence could improve students’ motivation to learn.

Based on the explanation above, the researcher is interested with the studente’s achievement in learning English. Furthermore, the researcher also interested with the teacher’s successful in teaching English. The researcher wants to know the teacher competency in term of pedagogical competence in teaching English. Therefore, the researcher will analyze the teacher’s pedagogical competence in teaching English for the Second Grade of Senior High School entitled “ **An Analysis of Teacher’s Pedagogical Competence in Teaching English of Second Grade Student at SMA Negeri 3 Banda Aceh** “.

1.2 Research Problem

The problem will be discuss as follows :

1. Does the English teacher has the pedagogical competence of English teacher of second grade student (XI MIPA 6) in teaching English at SMA Negeri 3 Banda Aceh?
2. How are the students' perspectives on the pedagogical competence of English teacher of second grade student (XI MIPA 6) in teaching English at SMA Negeri 3 Banda Aceh?

1.3 Research Objective

In accordance with those real problems above, the aims of this research as follows :

1. To know the pedagogical competence of English teacher of second grade student (XI MIPA 6) in teaching English at SMA Negeri 3 Banda Aceh.
2. To know the students' perspective on the pedagogical competence of English teacher of second grade student (XI MIPA 6) in teaching English at SMA Negeri 3 Banda Aceh.

1.4 Scope of study

There are four competences that have to be mastered by an English teacher in teaching English, namely: pedagogic competence, personal competence, social competence, and professional competence.

In this research, the researcher focuses on the teachers' pedagogic competence in teaching English. The basic pedagogical competence as The Kemendikbud MIPA Operator (2014), the English teachers' pedagogic

competence talks about the English teachers competence in: understanding the learners, mastery the learning theories and the educated principles of learning, developing the curriculum, developing the learners' potential, communicating with the learners, and implementing assessment with all techniques and kinds.

1.5 Research Significance

Theoretical Significance:

1. This research is expected to give a positive contribution for the development of the teachers' pedagogic competences theory especially for the English teachers.

Practical Significance:

1. Significance for the student

The result of this research may help the student; so that students are able to achieve mastery learn optimally to achieve a proud achievement.

2. Significance for the teacher

The teacher may understand the phenomenon systematically in education, provide clues about which should be implemented in educating and as an opportunity to make corrections to themselves in implementing the teaching and learning process in the classroom.

3. Significance for the Institution

This researcher was expected to be a reference for university to pay more attention to their students' quality in teaching as the next teachers.

1.6 Definition of Key Term

In order to know the term used in this research, the researcher defines those terms as follows:

1.6.1 Teacher

Teacher is one of the professions that are certified by the government that is owned by someone whose main job which is to teach, besides educating, guiding, directing, train, assess and evaluate students. According to Mbise (2008), a teacher has been defined as a person who has knowledge, skills and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as affective domain.

1.6.2 Pedagogical Competence

Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. According to Hutapea and Toha (2008:4) stated that competency is an individual's capacity that can make the individual is able to fulfill all requirements in job field in an organization so that the organization is able to achieve the expected result. In this case, the job field is in the school and the organization itself is consist of teachers in the school who have the same purpose so that the teachers try to give their best to achieve the expected result.

Pedagogical Competence is one type of competencies that absolutely need to be mastered by teachers. Basically, pedagogical competence is the ability of teachers to manage the education of students. Pedagogical competence refers to skills of teachers to deal with three aspects of teaching skills, namely lesson

planning, implementing teaching and learning process, and assessing students' learning. According to Susilo (2011: 115), pedagogical competence is the ability of teacher to manage the education of students, include: setting up the learning device, implementing the learning, and evaluation.

1.6.3 Teaching English

There are so many meanings of teaching in any books. However, the researcher just chooses three of them define teaching. According to Whitebeard (2000:2) teaching is one of the most pervasive of human enterprises, encompassing as it does any activities design to facilitate learning. He is also said good teaching is not simply a matter of learning which appropriate ways to act in order to gets thing done. It means that teaching is not easy way in delivering without any appropriate facilitation. Teaching process is a process when an educator (teacher) assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.