

Teachers' Pedagogical Competence in Teaching English as Foreign Language

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Abstract

This research aims to find out how the pedagogical competence of teachers in learning English as a foreign language at MTs. Negeri Model Sorong City. The theory that the researchers examined as the basis of this research was the concept of pedagogic competence, definition of teacher, the objective of pedagogic competence, teaching and learning English as foreign language, the objective of learning English, and teacher classroom management. The research was conducted at MTs Negeri Model Sorong City 2022. The approach used was a qualitative with descriptive methods. Data collection techniques used were interviews and questionnaires. The instrument in this research was the researchers themselves assisted by some colleagues assisted by using interview guidelines, questionnaires sheet, and recording devices. The role in the research was the researchers themselves, some students, and English teachers at the school. The result of this research shows that the English teachers' pedagogical competence was good enough quality. It was shown that the teachers fulfill the scope of the pedagogical competence of the teachers. This is also supported by the acquisition of percentage or average results from questionnaire data 8.9% in aspect of understanding of students, 10.2% in aspect of learning planning, 10.6% in aspect implementation of educative and dialogical learning, 5.8% in aspect utilization technology of learning, 9.5% in aspect evaluation of learning outcomes, 7.3% in aspect development of student potential, 10,7% in aspect understanding of education insights or foundations, and 9.9% in aspect development of curriculum or syllabus.

Keywords : *teachers' pedagogical competence, teaching English*

Ethical Lingua

Vol. 9, No. 2, 2022

ISSN 2355-3448 (Print)

ISSN 2540-9190 (Online)

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Article's History

Submitted 22 August 2022

Revised 02 December 2022

Accepted 02 December 2022

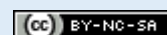
DOI

10.30605/25409190.430

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Introduction

The accomplishment education is effected by the accessibility of many factors. One of them is curriculum, because curriculum is important in the Indonesian education system that is structured to realize educational goals national. The curriculum is developed based on school circumstances. The principles applied in educating students to develop themselves optimally both in relation to the demands of further study, entering group learning as well as independent learning, competency-oriented education and students' learning achievement is derived from a number of, intellectual, emotional, spiritual, kinesthetic and developmental needs of students optimally. Increasing students learning outcomes it begins to innovative from teacher who is able to develop her potential to make learning more effective and efficient. However, achieving the goals of learning in both small and large groups will give the opportunity to learn speaking effectively (Wael et al., 2019)

The teacher is a noble profession and holds a role in shaping the generation in determines their future. The professionalism of teachers becomes a necessity and without professionalism, the teachers are threatened unable to achieve noble goals in creating future changes. Competence becomes the main requirement that must be gained by teachers, especially pedagogical competence. Basically, the teacher's pedagogic competence will lead to the competences of teachers to design and implement learning strategies which is correlated to the competences, characteristics and needs of students in learning. So that students can achieve learning completeness optimally and can achieve proud achievements. Based on Government Regulation No. 74 year 2008 about teacher has formulated substantively pedagogic competence that includes, understanding of students, providing the syllabus, learning planning, the applying the learning and dialogical learning, use learning technology, evaluation of learning achievement, and development of students potentials. In this case, the teachers have to understand the pedagogic competence well and process the learning of students, if the teacher wants to be said as a professional teacher.

However, applying the learning will be carried out both inside and outside the classroom which involves preparation by educators in all subjects. Preparation in question is the Learning Plan (RPP) is a way to get the objective of learning learning. In the preparation of RPP, the teacher should have more attention to the approaches and strategies are used in teaching and learning process. Teachers use the approach and strategies must be based on the aims of learning of the material. Moreover, the subject is conveyed by using single method. Learning acquires methods will have more meaningful learning objectives. Therefore, learning objectives will be achieved well

Learning is the process of teaching activities as well play a role. In carrying out its duties, teachers are required to do things that are not only related to the discipline that must be transformed to the learners but teachers are also required to master various other things related to the ways of working and the process of implementation of the learning itself. Teachers require to manage the class well with material or ability can be mastered by learners, motivate students, apply approaches, the appropriate of learning, apply the pattern of learning. The good role models in implementation of learning inside and outside the school. The accomplish of various administrative activities increase the quality of learning. Fry, et al (2009:40), plan the teaching is the crucial aspect of the role of academic staff. In other words, academic staff is neede to have an understanding of the culture of the institution. Knowledge of students can be shown by the attention to design the curriculum, learning plan and assessing students' learning. Moreover, students at university levels do not mean that they can feel confident speak English even they come fro English education department. Wael et al (2018).

According to Irmawati, et al (2017:294), EFL teachers need to keep the use of pedagogical competence in crucial aspects which can be investigated on teaching and learning process. The aim is to help students to obtain the target of learning objectives. In other words, pedagogical competence is the ability that English teachers use in teaching English as a foreign language. The lesson plans, formulating teaching materials and media, implement teaching strategies to promote students' learning. The evaluating of students' learning as well as doing teaching reflection. The basis of pedagogical competence is the teacher's ability covering personal competence, social competence, and professional competence. The knowledge English teacher would be mastered by the acquiring the pedagogical competence in teaching English.

Meanwhile, according to Pahrudin, et al (2016:332), the measure of student success in learning the material used during the specified of learning. It means that, teachers need to evaluate the learning objective by providing the current students through learning outcomes which is obtained by the students. The purpose of education is to achieve learning outcomes and students' learning experience. In the implementation of teaching English as foreign language is not easy because of obstacles become the main reason, for example the total of students in the classroom, learning media, human resources or teachers who are still not professional. Learning can apply the method on learning a foreign language, but that there is the exact method. Teachers need to prepare effective and practical method to learn foreign language.

According to Shulman (1986:10), pedagogic is a teacher understanding of how students understand specific subject matter. In other words, teachers must have an understanding of students' psychology, so that they know correctly the right approach that will be made to their students. Teachers can lead students through difficult times in the age experienced by students. In addition, the teacher must have knowledge and understanding of the personal background of students, so that they can identify the problems faced by students and determine the right solutions and approaches. Pedagogic is about learning, teaching and development influenced by the cultural, social and political values we have for children (Education Scotland, 2005:9). It means that, the teacher is not only teaching, transforming knowledge to children in school, but the teacher varies out the task of developing the personality of their students in an integrated manner.

The teacher develops a child mental attitude, develops a child conscience, so that the child will be sensitive to problems humanitarian, and respecting fellow human being. Likewise, the teacher must develop children skill, life skills in the community so that they are able to deal with all the problems of their life. Rahman (2014:75), to increase teachers' performance, teachers improve their pedagogy and motivate the students. In other words, the teachers need to increase the pedagogical competence and motivation in managing the lesson which have not achieved the goal of lesson. Competence arises from oneself when someone behaves according to achieve the result.

Istarani (2015:171), teachers' pedagogical competence has to understand the teaching objective. The manner of formulating the goal of teaching method in correspond with the result, understanding the learning material as good as possible by using various source, the manner of choosing, deciding and using props, the manner of making a test and its usage, and knowledge about other evaluation devices. However, Nunan (2000:207), teachers act is important aspects of classroom, and there are many facts to structuring and managing learning. According to Brown (1994:411), teaching a science that some innate ability to complements teaching skills, and lesson plans there still remains an intangible surrounding acts of learning.

Moreover, Syahrudin, et al (2013:214), pedagogical competence raises a performance of knowledge skill in teaching and learning. It means that, teachers' pedagogic competence is the teacher's ability to manage the teaching and learning on students which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials of students. Sikki, et al (2013), "Competence of Primary School English Teachers in Indonesia". They found that the primary school teachers of English have poor level of professional and pedagogic competences. The level is still below

the intended minimum level. However, Kumalasari, et al (2017), "Pedagogical Competence of Indonesia Teacher Viewed from The Anecdote Writing Lesson Planning". They found that lesson plans of Indonesian language teachers in the tenth grade of Tour and Travel Business of SMK Negeri 6 Surakarta in arranging the lesson plans (RPP) is still not correspond to the correct components and accordance with the rules that have been made. However, the teachers could obtain their learning by giving the approach to learning and method.

In addition, Government Regulation No. 74 year 2008 about teacher, pedagogic competence is the capacity of teachers to control learning which covers things as 1). Understanding of insight or educational foundation, 2). Understanding of students, 3). Development of curriculum or syllabus, 4). Learning planning, 5). The implementation of educative and dialogical learning, 6). Utilization learning technology, 7). Evaluation of learning outcomes, 8). Development of students to actualize their various potentials. However, investigating how teachers' pedagogical competence in teaching English to maintain students' desire in learning English as second language. Thus, this research fills out the merit of knowing teachers' pedagogical competence in providing teaching English as foreign language.

Method

This research was conducted using qualitative research approach. According to Denzin and Lincoln (2009:2), qualitative research is multi method, relating, naturalistic approach to subject. This means that qualitative researchers research things in their natural settings, attempt to make sense of interpret or phenomena in terms of the meanings people bring to them. This is qualitative research approach by using descriptive design. According to Margono (2010:8), descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain populations which aims to solve the actual problems faced now and collect data or information to be arranged, described, and analyzed.

The researcher selected the participants by using purposive sampling. Purposive sampling is withdrawal sample according to de liberate appropriate with rules sample which required. According to Basrowi and Suwandi (2008:188) in determining or choosing a good research subject there are at least a several of requirements, namely the subject has been long enough or intensively integrated into activities or fields that become research studies, the subject is fully involved in the activity or field, and subject has enough time to be asked for information.

Results

General Description of Teachers' Pedagogical

Understanding Students

For understanding the students, teacher tries to serve the students with his pedagogical competence in order to make the students aware to learn English as foreign language.

[Yes, sure. After I explain the material, I definitely ask the students again. I provide the time to give them feedback. I also ask the whether my explanation is understandable or not. Later if you already know which part that you do not understand, later I will explain it again]. (Teacher, 2022)

Teacher said that if the students find difficulties in their learning process or the students do not understand his explanation, the teacher will try to explain it again or give them time to ask the question about the explanation that the students do not understand. Therefore, it can be concluded that teacher 1 tends to apply understanding of students on teachers' pedagogical competence.

Understanding of Educational Insights or Foundations

The data for understanding of Educational Insights or Foundations. Teacher tries to serve the students with his pedagogical competence in order to make the students aware to learn English as foreign language. Teachers perform pedagogical competence related to understanding of education insights or foundations as follows:

[From those who being afraid of talking, I motivated them to be brave enough to speak, it has been a progress. From being asked 'how are you' they cannot answer, finally one or two weeks later they can answer. It means that they have progress in learning]. (Teacher, 2022)

The statement above shows that Teacher determines learning strategies based on the characteristics of students, namely the development of students by paying attention to their progress initially who were afraid of asking question using English. Firstly, they were unable to answer to question but at the second time they have had bravery to speak and answer the question. It shows that Teacher tends to apply understanding of education insight or foundations.

Learning Planning

The data for learning planning was taken from the teacher. Teacher tries to serve the students with his pedagogical competence in order to make the students aware to learn English as foreign language. Teachers perform pedagogical competence related to learning planning as follows:

[The approach is usually depending on the level of difficulty of the material. So, each level of material difficulties is different. That is new material, not to mention the children. The strategy is that we usually give tests. The most frequent tests. Discussions for smart students, if they less interested, then for those who do not understand yet just give the question]. (Teacher, 2022)

The statement above shows that Teacher is planning of learning programs using an approach according to the level of difficulty of material. The strategy used is to give a test and use the method of discussion. However, learning program using an approach to action and speech and uses the method of speaking. It shows that Teacher 1 tends to apply learning planning.

Implementation of Educative and Dialogical Learning

The data for implementation of educative and dialogical learning was taken from the teacher. Teacher tries to serve the students with his pedagogical competence in order to make the students aware to learn English as foreign language. Teachers perform pedagogical competence related to implementation of educative and dialogical learning as follows:

[The class is different especially the students are also different. The difficulties with their respective characteristics of students. By asking how to ask about the material and daily activities which relate to the material]. (Teacher, 2022)

The statement above shows that Teacher activates students in teaching and learning activities to achieve learning goals by attracting students' attention because students have different characteristics and understanding the material with daily activities. It shows that teacher tends to apply implementation of learning.

Utilization Technology of Learning

The data for implementation of educative and dialogical learning was taken from the teacher. Teacher tries to serve the students with his pedagogical competence in order to make the students aware to learn English as foreign language. Teachers perform pedagogical competence related to implementation of educative and dialogical learning as follows:

[There is not internet access in the classroom, then we do not bring laptop. In the new first class, there is not projector available, but there is projector in the second and third grades. So, we just utilize internet access in second and third grade. However, not all have laptop then some of them use whiteboard in teaching. Especially for speaking, I sometimes use tape recorder] (Teacher, 2022)

The statement above shows that Teacher uses stationery school for teaching and learning in the first classroom because there is not internet access and also there is not language laboratory. However, in second and third grade the teacher uses laptop in teaching and learning process. The teacher also utilizes tape recorder in teaching speaking. Therefore, it can be concluded that It shows that teacher use existing learning technology in teaching and learning process.

Evaluation of Learning Outcomes

Teacher performs pedagogical competence related evaluation of learning outcomes. The following statements:

[Yes sure, because of knowing the level of students' knowledge we have to conduct the evaluation in order to know students' successful in learning English. However, by conducting the evaluation we can know how far the students have understood or not. If the students do not understand yet then we shall explain it again] (Teacher, 2022)

The statement above shows that the teacher evaluates students in learning process of each subject because to determine the level of students' understanding of the material they have learned. Therefore, it can be concluded that the teacher applies evaluation of learning outcomes.

Development of Students to Actualize Their Various Potential

The data for development of students to actualize their various potential was taken from the teacher. Teacher tries to serve the students with his pedagogical competence in order to make the students aware to learn English as foreign language. Teachers perform pedagogical competence related to development of students to actualize their various potential as follows:

[Usually, children are interested in talking. Then I use that opportunity to speak English with them one by one in front of class. The students tend to show their enthusiastic in learning English] (Teacher, 2022)

The statement above shows that Teacher motivates learners' improving students' skills by helping them to speak English in order to practice in front of the class because they are motivated in speaking. Therefore, it can be said that teacher develops the potential of students.

Development of Curriculum or Syllabus

Teacher performs pedagogical competence which related development of curriculum or syllabus. The following statements:

[Yes, but we also associate with the material and abilities of students, for example if in the first chapter we discussed about greeting, then we ask again who gave the greeting to the parents before going to school. We associate with the material]. (Teacher, 2022)

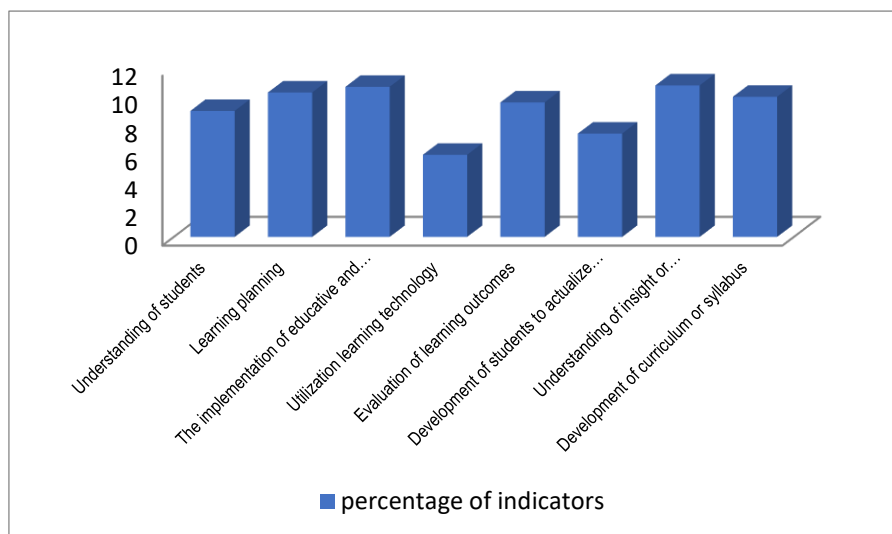
The statement above shows that teacher develops lesson plans according to the characteristics of students and the material is related to daily life so that students easily to understand the material and suitable with the learning objectives. Therefore, it can be concluded that the teacher applies development of curriculum or syllabus in learning process.

Discussion

Teachers' Pedagogical Competence in teaching English should be a crucial part. The teachers should have capacity to acquire and utilize it to motivate students in learning English. This is inline with Shulman (1986), pedagogic is a teacher understanding of how students understand specific subject matter. It means that pedagogic is a teacher capacity to understand and provide the students to activate the students to learn English effectively.

The result of students to obtain the motivation from teacher and to clarify the information from the teacher. This is inline with the previous researches discover the pedagogical competences in teaching and learning process. However, they obtained the positive result such as Pahrudin, et al (2016), the learning achievement is a measure of success in learning on material presented during the detailed period. Syahrul (2016), Kumalasari, et al (2017), Irmawati, at el (2017),

Chart 1
The Classification of Teachers' Pedagogical Competence in Teaching English as Foreign Language Based on the Indicators



From the chart above, it could be seen that the item of understanding of students was 8.9% have good quality, learning planning was 10.2% have very good quality, implementation of educative and dialogical learning was 10.6% have very good quality, utilization technology of learning was 5.8% have good enough, evaluation of learning outcomes was 9.5% have good quality, development of student potential was 7.3% have good enough quality, understanding of education insights or foundations was 10.7% have very good quality, and development of curriculum or syllabus was 9.9% have good quality.

The result indicated that teacher has more understanding to the students' learning process, understand students' background. This shows that teacher carries the teachers' pedagogical competence in teaching and learning and providing the students opportunity in learning effectively.

Conclusion

Based on the results of the research, it can be concluded that the pedagogical competence of English teachers at the MTs Negeri Model level has good enough quality. This is indicated by the teachers having an understanding of students even though only one teacher understands all the backgrounds of students and three teachers who understand some the backgrounds of students; understand broad insights and good educational foundation even though all teachers have not been certified, develop curriculum or syllabus used in learning; create learning designs to form a good and systematic learning process; implementation of educative and dialogical learning; utilize technology, information, and communication in learning; evaluating the learning outcomes of students; and facilitating the development of potential students with the intention to actualize their potential. The acquisition of percentage or average results from questionnaire data 8.9% in aspect of understanding of students, 10.2% in aspect of learning planning, 10.6% in aspect implementation of educative and dialogical learning, 5.8% in aspect utilization technology of learning, 9.5% in aspect evaluation of learning outcomes, 7.3% in aspect development of student potential, 10.7% in aspect understanding of education insights or foundations, and 9.9% in aspect development of curriculum or syllabus.

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