

ENGLISH TEACHER'S PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH AT SMA NEGERI 3 MANDREHE UTARA

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Abstract

This research aimed to describes the *English teachers' Pedagogical Competence in Teaching English*. This research used by qualitative method and descriptive approach. In research, there are three various types of instruments utilized through observations, interviews and documentation. Based on the research result, it showed that the English teachers at SMA Negeri 3 Mandrehe utara have those pedagogical competence aspects which can be interpreted that they have a good capability in teaching English. It is proved by the technique or the method of teaching English, classroom management, understanding the student characteristics and the other hand, the English teachers and are also able to lesson plan the teaching and learning material, able to assess the students. It is suggested to the English teachers to continue those competences, and to the next researchers to use the students' perceptions towards English teachers by pedagogical competence.

Key Words: *English Teacher; Competence; Pedagogical Competence*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kompetensi pedagogik guru bahasa inggris dalam pengajaran bahasa inggris. Penelitian ini menggunakan metode kualitatif dan pendekatan deskriptif. Dalam penelitian, ada tiga jenis instrumen yang digunakan peneliti untuk mengumpulkan data yaitu observasi, wawancara dan dokumentasi. Berdasarkan hasil penelitian menunjukkan bahwa guru bahasa inggris di SMA Negeri 3 Mandrehe Utara memiliki aspek kompetensi pedagogik yang dapat di artikan bahwa mereka mempunyai kemampuan yang baik dalam mengajar bahasa inggris. Hal ini di buktikan dengan teknik atau metode pengajaran bahasa inggris, pengelolaan kelas, memahami karateristik siswa dan sebaliknya guru bahasa inggris juga mampu merencanakan pembelajaran belajar mengajar, serta mampu menilai siswa. Disarankan kepada guru bahasa inggris untuk melanjutkan kompetensi tersebut dan kepada peneliti berikutnya untuk menggunkan persepsisiswa terhadap guru bahasa inggris berdasarkan kompetensi pedagogik.

Kata Kunci: Guru Bahasa Inggris; Kompetensi; Kompetensi Pedagogik

A. Introduction

Education is a conscious effort to
prepare students throuhg guidance,

teaching/training activities for their roles in future. This process is crucial in determining whether they are successful or whether they are learners, because a good education was influenced by the ability which belonged to the teachers. Rosic in Buckley et al. (2022:198) stated that "teacher is an expert who organizes and performs the educational process and with his general educational, knowledge of pedagogical, methodical, didactic, psychological basis, in joint work with students, achieves the goal and tasks of education".

Being teacher is difficult as individuals naturally suspect, because the instructor assume a significant part in what they do, and how they do in fostering their own proficient information and practice (Nicholls, 1999:195). One reason is that the teachers are people who are very influential in teaching-learning process. English teachers must possess the capacity to develop learning activities. Being an English teacher was challenging due to the fact that English learning activities require a variety of skills from students, such as listening, speaking, reading, and writing.

Based on preliminary study research conducted through observation, interviews, and documentation at SMA Negeri 3 Mandrehe utara, the English teacher made sense of the English materials showed in the class so the students can't grasp the material well. In the first place, the educator involved not many of technique in educating. Second, the instructor zeroed in

just on the book guidance more often than not without attempt to create and giving clear clarifications in regards to the materials being thought.

Based on the problems above, the researcher try to analyze the problem of how a teacher processes the learning process. There is a competence is used by researcher in teaching English namely pedagogical competence. However, this goal will be achieved if the teacher plans it well and implements the plan stucturally through the treatment given to the recipient. Therefore, English teachers need pedagogical competence.

Brundrett & Silcock in Yevale (2018:78), explain that "Competence is a set of abilities, knowledge, and belief in which a teacher prosesses and uses specialized skills for effective teaching and learning processes". Teachers' competencies include competence in pedagogy, personality, social, and professional.

Personality is a personal ability that can reflect the personality of someone who is mature, wise and authoritative, steady, stable, has a noble character, and can be a good role model for students.

Social competence is the ability possessed by a teacher to communicate and get along with education staff, students, parents of students, and the community around the students.

Professional competence namely mastering of learning material in a broader and manner that includes mastery of subject curriculum material and the

substance of science that covers learning material and mastering the structure and scientific methodology.

Pedagogical Competence is a set of abilities and skills that are associated with the learning interaction between teachers and students in the classroom. The four teacher competence cannot be separated because they are related to one another.

In SMA Negeri 3 Mandrehe Utara, the main things an English teacher needs to know are goals of education, how to determine those goals, how to pick and end a teaching strategy in comparison to the desired outcome, how to understand the learning material as well as possible by using different sources, how to choose and use quality, how to create tests and how to use them, and information about other assessment tools.

According to *Peraturan Menteri Pendidikan Nasional Nomor 35 Tahun 2010*, the instructive capability of instructor there are seven viewpoint, including: (1) Grasping the attributes of understudies, (2) Dominating learning hypothesis and the standards of instructive learning, (3) Educational plan advancement, (4) Instructive learning movement, (5) Creating possible understudies, (6) Correspondence with understudies, and (7) Appraisals and Assessment.

Thus, based on the background above the researcher intended to conduct a research entitled **“English Teacher’s Pedagogical Competence in Teaching**

English at SMA Negeri 3 Mandrehe Utara”.

The objectives of this research are:

1. The objective of this research is to describe the pedagogical competences of English teachers of SMA Negeri 3 Mandrehe Utara in teaching English.

B. Research Method

This research was designed by using qualitative method. The descriptive qualitative approach is used in this analysis. According to Bogdan and Biklen (2007:5) defines that when collecting data, qualitative methods use words or images rather than statistics to describe the data. It is also supported by Auerbach and Silverstain (2003:3) “Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomena”.

In collecting the data of this research, the researcher by using three instruments there are:

1. Observation, According to Sugiyono (2019:145), observation is a data collection technique that has specific characteristics when compared to other techniques. In this case, the researcher used observation non-participant. In this session, the researcher observed the English teacher how the teacher’s pedagogical competence in teaching English of SMA Negeri 3 Mandrehe Utara based on *Peraturan Menteri Pendidikan Nasional No.35 Tahun 2010*.

Field notes can help researcher as a supporting element in process observation to collect the data.

2. Interview is a face to face interaction between a researcher and a participant during an interview usually involves the transfer of information to the interviewer. In this examination, the specialist interviewed the Teacher's SMA Negeri 3 Mandrehe Utara to know more or to describe pedagogical Competence of English teacher. The type of the interview conducted by the researcher was semi structured interview, namely the researcher followed the situation according to the procedure when the researcher conducted an interview with the teacher.
3. Documentation is important thing to collect the data because the documentation in the form of writing or picture that were collected by the writer was selected and sorted to be taken which one is appropriate with focus that researcher. In this study, documentation that the researcher wants to get is process of documentation based on *Peraturan Menteri Pendidikan Nasional No.35 Tahun 2010*. Document help the researcher to describe the real process of teacher's pedagogical competence. .

C. Research Finding and Discussion

In this chapter, the specialist introduced the examination finding and conversation of the discoveries. The data

which presented to the formulation of the research : "How is the Pedagogical Competence of the English teacher of SMA Negeri 3 Mandrehe Utara in teaching English?".

This examination was directed in SMA Negeri 3 Mandrehe Utara which located in Balodano Villige, Lologolu distric, west Nias. The subject of this research is an English teacher. Then the researcher consulted with English teacher about the time of collected data which were focused on the competence of English based on Pedagogical Competence in teaching English.

Following the elaboration of the in analysis of teachers' pedagogical competence based on several aspects:

1. Understanding the students' Characteristics

- a) Each students learning qualities may be distinguished by the teacher in the classroom
- b) The teacher ensures that all students have the same opportunity to participate in successful learning exerices
- c) Teacher can organize classes to give similar learning open doors to all understudies
- d) Teacher attempts to discover the reasons for understudies' social deviations to save you the way of behaving from hurting various understudies
- e) Teacher creates potential and beat the deficiencies of understudies

- f) Teacher focuses on students with specific handicaps to be capable take part in learning exercises, so the understudies are not underestimated (avoided, taunted, unreliable, and so on.)

Teacher can understand the characteristics of students through paying attention to students' attitudes, behavior and interaction with their friends during the learning process.

2. Mastering learning theory and principles of educational

- a) Teacher gives a potential open door for understudies to dominate picking up as indicated by their age and ability to learn through the plan of educational experiences and differed exercises
- b) Teacher generally guarantees the level comprehension of understudies towards specific learning material and changes the following learning exercises in view of the degree of understanding
- c) Teacher can make sense of the explanations behind execution action completed, either suitable or not the same as the arrangement, connected with the progress of learning
- d) Teacher utilize different methods to inspire students' eagerness to learn
- e) Teacher the learning exercises that interrelated with one another by considering the learning goals and educational experiences of understudies

- f) Teacher focuses on the reactions of understudies who have not/need to comprehend the learning material being instructed and use it to further develop the following learning plan

Teachers were able to establish a variety of approach, strategies methods, and techniques to educate creative learning in accordance with the standards of teacher competence.

3. Developing curriculum

- a) Teachers can design a syllabus that follows the curriculum
- b) Teachers planning illustration plans as per the schedule to examine explicit showing materials to students can accomplish essential ability set
- c) Teachers follow a sequence of learning materials with attention to learning objectives
- d) 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

The educator can make a prospectus as per the main objectives of educational plan and use RPP understanding with the goals and the learning climate.

4. Educating learning activities

- a) 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
- b) Teachers implement instructional activities that aim to help the learning process of students, not to test that make students feel depressed
 - c) Teachers convey new information (for example: extra material) as per age and level the capacity of students
 - d) Educators addressing the mistakes made by the students as the phase of the educational experience and not just a misstep that should be remedied. For example: to be aware ahead of time different students who concur/can't help contradicting the response, prior to offering a clarification of the right response
 - e) Teachers implement learning activities appropriate curriculum content and link it with the context the daily life of students
 - f) The teacher made learning exercises are changed with sufficient time for exercises learning fitting to their age and level of capacity to learn and hold the consideration students
 - g) Teachers deal with the class really without overwhelming or occupied with their own exercises forever members can be used gainfully
 - h) Teachers' capable audio-visual (including ICT) to expand the inspirations of students in accomplishing learning goals. Modify learning exercises intended to study hall conditions

- i) Teachers give several opportunities for students to ask questions, practice, and connect with other students
 - j) Teachers set the execution of learning exercises deliberately to help the growing experience students. For instance: educators add new data subsequent to assessing the students figuring out the past material
 - k) Teacher use showing helps, and/or general media (counting ICT0 to improve students' motivation learning in accomplishing the learning of students
- Teacher had the option to create and execute an instructive illustration plan in full and completed learning exercises that relate to the need of students.

5. Developing student's potential

- a) Teacher investigate the learning results in light of any type of appraisal of each and every student to decide the pace of progress of each
- b) Teachers plan and execute learning exercises that urge students to master as per the abilities and acquiring designs separately
- c) Teachers plan and execute learning exercises to bring the force of innovativeness and decisive reasoning abilities of students
- d) Teachers effectively help students in the growing experience by focusing completely on every person
- e) Teachers can distinguish accurately about the gifts, interests, potential, and learning troubles every student

- f) Teacher give learning potential to learners in accordance with their r separate approaches to learning
- g) Teachers focus around the association with the understudies and urged him to comprehend and utilize the data submitted

Teachers are able to provide motivation and self-confidence, skills to students and develop them.

6. Communicating with students

- a) Teachers use inquiries to see as understanding and keeping up with the support of students, including giving genuine inquiries that expect understudies to answer with thoughts and their insight
- b) Teachers focus and pay attention to every one of the inquiries and the reactions of students, without giving interference aside from where important to help or explain any inquiries/input
- c) Teachers answer questions that are precise, right and modern proper learning objectives and educational plan content, without humiliating him
- d) The educator presents the learning exercises that can cultivate great participation between all understudies
- e) Teachers tune in and concentrate entirely on all answers either right students or that are viewed as off-base to measure the degree of comprehension of students
- f) The teacher concentrates entirely on students' inquiries and answered in a

total and pertinent to improves understudy

Teacher were able to use good language so that students understand what is being said and ask question.

7. Assessment and evaluation

- a) Teachers prepare assessment tools appropriate to the learning objectives to achieve a certain competence as written in the lesson plan
- b) Teacher do the evaluation with various strategies and sorts of appraisal, notwithstanding the proper evaluation executed school, and declare the outcomes and suggestions for the students, fair and square comprehension of the learning materials that have been and will be examined
and suggestions for the students, fair and square comprehension of the learning materials that have been and will be examined
- c) Teachers analyze assessment results to identify topics/basic competencies that are difficult strengths and weakness of each learner for remedial and enrichment purposes
- d) Teachers use the criticism from students and reflect to further develop learning the following, and can demonstrate it through notes, diaries getting the hang of, learning plan, extra material.
- e) Teachers tapped the appraisal results as the drafting of learning materials that will be finished straightaway

Teachers were able to conduct assessment process and the learning outcomes on an ongoing basis. Instructors direct an assessment of the viability of the cycle and aftereffect of learning and involving the appraisal and assessment of data for planning healing and improvement programs.

D. Discussion

Pedagogical competence is the ability to manage the learning of learners includes an understanding of learns, instructional design and implementation, evaluation of learning outcomes, and the development of learning (Wahyudi in Rachmawati (2021:9).

The research concludes that pedagogical competence at SMA Negeri 3 Mandrehe Utara shows the results that teacher pedagogical competence in planning learning, the learning process, and in increasing student motivation shows that: (1) teacher's pedagogical competence in planning learning is carried out by preparing lesson plans, but one of the teachers does not make a learning plan during the learning process so that the goal learning is not achieved optimally; (2) the teacher's pedagogical competence in the learning process is carried out by understanding and strengthening understanding of a number of learning materials contained in the textbook. So looking from the above research results with 7 aspects can be stated that the pedagogical competence of English teachers in English of SMA Negeri 3 Mandrehe Utara is good.

E. Conclusion and Suggestion

Based on the finding and discussion above, it very well may be presumed that, the educator academic skill capability in showing English at SMA Negeri 3 Mandrehe Utara was excellent, the English teacher was providing students with materials that were simple to understand because the teacher had mastered the subject matter before beginning to teach it. Additionally, the teacher was generally excellent in managing the classroom before beginning the material, and the educator also has skills in closing homeroom and the management of the strategy. Based on the findings of the information examination and end, the analyst makes the following suggestions:

1. The English teacher ought to dominate a greater amount of perspectives in pedagogical capability.
2. The educator teacher ought to expand students' motivation and learning interest with allowed a comparative opportunity to students.
3. The English educator ought to give or plan great material to make the understudies more keen on learning, on the grounds that the showing materials give impact to understudies understanding. The instructor additionally needs to understand what understudies troubles to realize English is, and assist with tackling their concern.

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