BAB I

INTRODUCTION

A. The Background of The Research

Education is a process that includes the three dimensions, the individual, the national community or community of the individual, and the entire content of reality,both material and spiritual that play a role in determining the nature, fate, shape of man and society. Education is more than just teaching, which can be said to be a process of transference of science, of transforming values, and of shaping of personality values, and shaping of personalities with all the aspects it contains. Therefor teaching more technical towards creating a specialist or particular area, so his attention and interest area more technical.[1]

When the researcher was teaching at the PPLK in SMA 5 Kota Serang, there was a lot of experience that well learned from teaching, classroom management and, become good teachers, when the researcher was teaching at school there is so many problems teaching learning processes both of the student responses when the researcher explain and give the material about the Englis subject the students just speechless and not

[1] Nurkholis, "*Pendidikan Dalam Upaya Memajukan Teknologi*", Jurranl Pendidikan, vol.1 no 1 November 2013, h. 23

respond from my explanation and all of the student And the problem like difficulty in understanding the teachership and every student have some problem and difficulty understanding the English word because every student just have a low vocabulary, but here author take the problem at SMA Al-Mubarok because the was one of these complain and tell me about the situation when they were learning and listening to an explanation from the teacher and every respondent hated the English lessons because they preferred her teacher and good when delivering material.

The primary role of a teacher is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, grade student work and offer feedback, manage classroom materials, productively navigate the curriculum, and collaborate with other staff. But being a teacher involves much more than executing lesson plans. Teaching is a highly sophisticated profession that regularly extends beyond academics. In addition to ensuring that students experience academic success, teachers must also function as surrogate parents, mentors and counselors, and even almost-politicians. There is almost no limit to the roles a teacher may play.[2]

In teacher education, there exists a similar valence. defines pedagogy in teacher education as "knowledge of teaching about teaching and a knowledge of learning about

[2] https://www.thoughtco.com/what-is-the-role-of-a-teacher-2081511, Juma'at 31-01-2020, 09:50

teaching and how the two influence one another in the pedagogic episodes that teacher educators create to offer students of teaching experiences that might inform their developing views of practice" Accounting for the intersection of knowledge about teaching and moments when something pedagogic is expected of the teacher educator, pedagogy is as much interactive as it is deliberative. Given that students of teaching often learn as much from the experience of being taught as from the instructional strategies and theories they are prepared with, the practice of teacher education is a complex interactio.

Wilson (1990) Describe about pedagogical: Every students learn from the teacher how to act as a teacher as they do from the content that was provided. If the teacher want the students understand about the nature pedagogical reasoning, example, the teacher can describe it but teacher also have to construction settings in which the engage such reasoning and begin to develop the necessary skill more over, if the teacher do not model such as reasoning, may be can undermining my own intentions, simultaneously, must have to consider my own beliefs about teaching and learning to teach, in addition to my students' about teaching and learning to teach. A teacher has to look in my own mirror with himself a difficult task in itself. Additionally,

I'm have to model that mirror-gazing for my students, letting them watch me watch myself.[3]

Well, For the problems and reasons stated previously, the researcher wants to obtain the valid data by conducting a research about English teachers' competence. It is carried out by the researcher to obtain the accurate data in order to conclude whether the English teachers in common already have had a credible competence or just on the contrary. Finally, the researcher is interested in conducting a research entitled: **"PEDAGOGICAL COMPETENCE OF THE ENGLISH TEACHERS AT SMA AL-MUBAROK SERANG"**

B. Statements of the Problem

Based on the problem that is written in the background above, the

researcher formulates the problem in research as follow:

1. What is The English Teacher Perception about Pedagogical Competence?

[3] Alexander Cuenca, *"Self-Study Research: Surfacing the Art of Pedagogy in Teacher Education"*, Journal of Inquiry & Action in Education, 3(2), 2010, page.16.

2. How is Pedagogical competence in Teaching Learning at SMA Al-Mubarok?

C. Objectives of the Study

Based on the limitation of the problem and the statement of the study

above, the objectives of the research are:

1. To Identification How Does a Teacher Understand Pedagogical in Teaching English.

2. To Investigate the Implication Of Teachers Pedagogical Competence in Teaching English

D. Limitation of Study

The scope of this research is limited to know the pedagogical competence on english teachers' teaching learning' of the SMA Al Mubarok Serang.

E. Previous Study

There are some previous studies related to the topic of Pedagogical Competence, in this section the researcher takes some previous studies as a reference that is reviewed to this study.

The first

“Pedagogical Competence ”By Raynesa Noor Emiliasari An analysis of teachers’ pedagogical competence in lesson study of MGMP SMP Majalengka, April 2018.Pedagogic competence is a competence that will determine the success of teaching and learning process and also the students’ learning outcomes. Pedagogic competence is teachers’ ability in managing students’ learning from planning, implementing and evaluating the process and the learning outcome which consists of teachers’ understanding of: (a) educational foundation, (b) students’ characteristics, (c) curriculum development, (d) lesson plan, (e) implementation of educational learning, (f) implementation of dialogic learning, (g) ICT utilization, (h) learning outcome evaluation, (i) students’ potential development (Mulyasa, 2007:75), and (j) reflective action (Permendiknas No. 16 The Year 2007). Meanwhile, based on Voss, Kunter, and Baumert (2011) and König *et al.* (2011), the main components of the pedagogic competence are: knowledge of classroom management; knowledge of teaching methods; knowledge of classroom assessment; structure of learning objectives and the lesson process, lesson planning and evaluation; and, adaptability dealing with heterogeneous learning groups in the classroom.

In terms of the students’ characteristics, teachers should know the children’s world, educational process, and characteristics such as children’s interest, talent, motivation, learning absorption, intelligence level and social development (Janawi, 2011).

Another component of teachers' pedagogical competence is that teachers should be able to master the educational foundation and its principle concepts of teaching which consists of the role and function of educational institutions (Musfah, 2011).

In the curriculum development process, teachers are the most important person to get involved with. So, it is important for teachers to be the implementers for the successful and meaningful curriculum development process (Alsubaie, 2016). In order to create an effective education, an effective classroom management is considered important. Classroom management which consists of planning and preparation of teaching materials, organizing materials, classroom decorations, creating hope and enforcement of rules and routines in the classroom (Tan, *et.al.* : 2003) is important for teachers to be mastered since it can help teachers in creating an effective teaching and learning process. [4]

The second

"Pedagogical Competence "By Ghasem Aghajanzadeh Kiasi Investigation of Iranian High School English Language Teachers' Perceptions of Pedagogical Competence, 2016.

Pedagogical competence involves broad and deep knowledge of the subject of teaching to learners, when a pedagogically proficient teacher possesses a good ability to use

[4] Emiliasari Noor Raynesa, *"An Analysis of Teachers' Pedagogical Competence in lesson study of MGMP SMP Majalengka"*, ELTIN Journal, Vol6/1, April 2018, page 24.

the knowledge in practically pedagogical activities which center on the student learning performance. As Olsson et al. (2010) argue, pedagogical competence is underpinned by knowledge about teaching and is a merge of theory and pedagogical practice to develop a pedagogical understanding that serves student learning. So, it is multidimensional in nature, and a pedagogically competent teacher should possess a wide range of competences, explained as follows Preparation or planning for teaching as a prerequisite to teaching in class is an essentially imperative division of the overlapping activities of teaching since lesson planning and preparation for teaching have long been recognized by educational institutions as an integral part of teacher preparation world-wide (Kizlik, 2008; McBer, 2000). Different teaching skills and strategies as a central part of pedagogical competence demonstrated in prior research should be employed by teachers to present language in its various facets to learners as they are teachers' classroom practices shaped by a wide range of interacting factors (Thomas, 1987). At the same time, a teacher should demonstrate a good ability to use subject knowledge in practical and pedagogical actions with student learning in focus (Shulman, 1986), and that the teachers' familiarization with the science and the dimensions of the related subject they intend to present to students in a certain class is of great importance (Zvarych, 2013). In addition, the whole teaching should also be done in a controlled and managed class since, according to Shinn,

Stoner, and Walker (2008), the issues of effective classroom management are highlighted by prior research as a key to effective student learning. Besides, the practice of teaching and learning needs to be monitored and assessed in an ongoing process of assessment (Fulcher, 2012; InbarLourie, 2013). All these activities mentioned are based on teachers' attitude about how they perceive their role and responsibility and the role and responsibility of their students (Apelgren & Giertz, 2010) accompanied by their beliefs of how teachers view language and language teaching and learning. Knowing teachers' beliefs and attitude is knowing teachers' classroom practices and actions (Barcelos & Kalaja, 2011; Brown, 2009) since teachers' beliefs and attitude affect the way they choose, evaluate, and comprehend the knowledge acquired, as well as the way they benefit from this knowledge in practice, as this very practice is shaped by that knowledge. Thus, pedagogical knowledge refers to the knowledge of nature of teaching and learning, including teaching methods, subject mastery, classroom management, instructional planning, assessment of student learning based on teachers' attitudes and beliefs, personal qualities, knowledge, skills, and abilities (Gourier, 2010) integrated with pedagogical practices to develop a pedagogical understanding that creates the prerequisites for continued development (Olsson et al., 2010) and promote the learning of learners in an outcome-based approach.[5]

[5] Kiasi Aghajanzadeh Ghasem, *"An Investigation of Iranian High School"*

F. The Organization of the Writing

This paper is arranged into five chapters , every chapter has some points to explain the chapter.

Chapter I introduction, it contains the background of the study, statement of the problem, objective of the study, the limitation of study, previous study, and the organization of writing.

Chapter II is Theoretical foundation, this chapter is consists of the theorist from some experts we have conducted the research related to this research.

Chapter III Research methodology, it contains method of the research, the site and time of study, participant and sample, the technique of data collecting , and the technique of data analysis.

English Language Teachers' Perceptions of Pedagogical Competence", Iranian Journal of English for Academic Purposes IJEAP 2016, Vol. 5 issue.1, page 3

Chapter IV Finding and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V Closing, this chapter consists of conclusion and suggestions.