BAB II

THEORETICAL FRAMEWORK

A. Definition of Pedagogical Competence

Competence is the ability of a person to exercise of perfom a job or task that is is based on skill, knowledge and attitudes supported by work in accordance with the demands of the job. According to spencer that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior perfomance in the workplace or at certain situations. The concept that taking about one's competence required in the learning management called pedagogical competence. Competence is always related to the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization. According mulyasa that, pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learns to actualize their potential.[6]

[6] Adnan Hakim, *"Contribution of Competence Teacher (Pedagogical, Personality", Professional Competence and Social) On the Performance Of*

Teachers with good pedagogical content knowledge can understand the difficulties experienced by students in learning mathematics material so that students can understand its structure and be avoided from its difficulty[7]The effect of enhancing teacher pedagogical skills is generated gradually toward students, whereas when teachers improve pedagogical skills, student achievement will also increase[8]

B. Pedagogical Skill

There are five areas in which skilled teachers display their expertise. These areas include presenting and explaining subject matter and ideas, questioning students during lesson time, giving feedback, strategy training and adapting or differentiating instruction.

1. Presenting and explaining

Presenting information to children, giving explanations, and answering students' questions are three of the main activities in which teachers engageClarity in teaching is often the main quality that sets highly effective teachers apart from less effective

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Learning, The International Journal of Engineering and Science (IJES), Vol, page 2

[7] Tsafe A K 2013 Scientific J. of Pure and Applied Sciences 2 35

[8] Marzano R J and Toth M D 2013 Teacher evaluation that makes a difference: *A new model for teacher growth and student* achievement (Virginia: ASCD) p 14

colleagues. Expert teachers who obtain consistently good results from students are reported to incorporate the following features within their lessons (Bush & Kincer, 1993):

1. Efficient initial presentation of new work
2. Clear and precise instructions
3. A greater variety of ways of explaining topics.

Effective classroom teaching, as with formal lecturing, requires clarity in the teacher's presentations. Poor explanations usually get students utterly confused and therefore create learning problems. This lack of clarity may be due to a failure to communicate effectively at the students' language and ability level, using complex terminology, failing to draw analogies or give examples to which students can relate, giving instructions out of sequence, inadequate use of visual support material, presenting too much information at one time, not making relationships clear, and failing to check for understanding.

Explaining need not (and should not) be a one-way process. A good explanation requires questions directed to the students to ensure that what is being said is making sense; and students should be encouraged to ask the teacher questions during and after an explanation. Perhaps the least helpful question for a teacher to ask (but one that is frequently heard) is 'Do you understand that?' Very few students, especially those who lack

confidence and those not doing well, are going to confess in front of the entire class that they don't understand.

2. Questioning

Questioning students is an essential part of effective instruction, and plays an important role in promoting learning in both teacher-directed and studentcentred approaches. Research has indicated that the teachers of classes showing the highest achievement levels are found to ask many questions during their lessons, with very few questions yielding incorrect responses, or no response at all from the students (Brophy & Good, 1986). Questioning is used to:

1. Facilitate students' participation and communication during the lesson
2. Focus attention on key aspects of a topic
3. Evaluate students' understanding
4. Stimulate particular types of thinking
5. Review essential content
6. Control the group of students and hold attention.

Depending on the nature of the subject matter and the age and ability of the students, the balance between lower- and higherorder questions can be adjusted. It has been demonstrated that children with poor learning skills seem to benefit from instruction that includes a high percentage of simple direct

questions, focusing on the core content of the lesson. It is as if answering these questions helps firm up a student's grasp of the topic. If students are struggling to assimilate basic facts, then it is usually necessary to ask more questions from the lowerorder category.

An important aspect of questioning is 'wait-time'. Teachers often ask between three and five questions a minute during presentations and discussions, but they allow only a second or so for a child to respond before asking someone else, or providing the answer themselves. When teachers deliberately extend wait time to 3 seconds or more when they ask a question, and after a student's response, more students will offer an answer, the length of their responses increase, contributions from students of lower ability increase, and the number of questions asked by students increases.

3. Giving Feed Back

Another essential teaching function is the giving of feedback to students. Constructive comment from a teacher motivates students and informs them of how they are progressing and what they may need to focus on. The most useful feedback comes immediately after a student has made a response or has completed a task. It should come in the form of descriptive praise if the student's work is good. Descriptive praise not only says 'well done' but also specifies why the praise is given. For

example: ‘Well done, Fiona. You measured the amount of flour exactly as the recipe states’. ‘That is good work, Mark. I can see that you have already gone back and checked the spelling’.

On the other hand, if a student’s response is incorrect the teacher should provide immediate correction to help remove the misconception and to supply accurate information. Written feedback on students’ class work and homework assignments also serves a useful purpose if it is descriptive. Brief comments such as ‘Satisfactory’ or ‘You could have included more detail’ are not helpful, and are largely ignored by students.

4. Strategy Training

In strategy training, students are explicitly taught, via clear modelling, demonstration and ‘thinking aloud’ by the teacher, precisely how to approach a particular task or problem. In the typical classroom these tasks might include, for example, finding the meaning of an unfamiliar word in the textbook, writing a summary of the key points from a video, planning and composing ideas for a piece of writing, solving a mathematics word problem, or researching a topic for a special project. The teacher might use the overhead projector to demonstrate the writing of a summary – first highlighting key points in the text, numbering the points in a suitable sequence, drafting the first version on the screen, then editing and revising the final version – all the time ‘thinking aloud’ and making decisions.

5. Adapting And Differentiating Instruction

Adaptive instruction is defined as instruction geared to the characteristics and needs of individual students. The term 'differentiation' is now used in many countries to convey this idea of adapting instruction to match differences in students' abilities The most manageable form of differentiation usually involves teaching the same curriculum topic to all students but tailoring the resources, the learning activities, and the amount of teacher-support to the differing capabilities of individual students. Wherever possible, studying the same topic by different paths and in different ways is regarded as preferable to any ambitious attempt to individualise instruction, set up alternative courses, or stream students by ability.[9]

C. Definition Of Teacher

Teachers are professional educators with the main task of educating, teach, guide, direct, train, assess, and evaluate luasion of students in early childhood education through education formal, basic education, and secondary education. Professional teachers will be reflected in the performance of the implementation devotion tasks characterized by expertise, both in the material nor method. Besides his expertise, the figure of a professional teacher is shown through responsible for carrying

[9] Peter Westwood, *What Teachers need to Know About Teaching Methods*, (Camberwell, Vic. : ACER Press, 2008.), 60.

out all services. Professional teacher- reason should be able to assume and carry out their responsibilities asteacher to students, parents, society, nation, state, and religion. As a teacher or educator, the teacher is one factor determinant of the success of any educational effort.

That's why every single one is educational innovations, particularly in curriculum and resource enhancement human results from educational efforts, always boils down to factors teacher. This shows how existing the role of teachers is in the world education. The teacher is a factor determining the quality of education because of the teacher face to face with students in the learning process in the classroom. In the hands of the teacher, the quality and personality of students are formed. Because Therefore, a competent, responsible, skilled, and dedicated teacher is needed high. The teacher is a running curriculum. How good is the curriculum and system existing education without being supported by the ability of teachers, everything will vain.

Teachers are competent and responsible, especially in managing although the development of students to a maximum point. Final destination The whole teacher mentoring process is the growth of an adult personality intact. Along with the rapid advancement of information technology, teachers no longer just act as a presenter of information. The teacher must also be able to act as facilitators, motivators, and mentors more provide

opportunities for students to find and process own information. Thus, the teacher must too always improve their skills and always follow developments science and technology so that he is able to face the various what a challenge.[10]

D. English Teachers'

Teaching English became a professional and academic field a half century ago. Many researches for teacher education and teacher training have been conducted in order to raise the English teachers' as well as the foreign language teachers' knowledge and capabilities in carrying out effective lessons in classrooms of English learning. During the 3rd millennium of speedily globalized world, teaching English as a common communication tool has become even more significant than two decades ago. For introducing the history, teaching methodologies, and pedagogies of teaching English as a Second/ Foreign Language, Being an English teacher, based on your characteristic, you might be able to find appropriate pedagogies of teaching and interpretations for English teaching fitting your personality. At the same time, you will have an access to understand the other English teachers' particular ways of teaching.

[10] M. Shabir U, *The position of teacher as educator*, AULADUNA, VOL. 2 NO. 2 DESEMBER 2015: 221-232, Page 221.

Besides identifying the terms and types of Teaching English as a Second Language, or as a Foreign Language, this book explains to English teachers what are the general issues in the area of teaching English nowadays. The history of teaching English from the Ancient time to the beginning of our second millennium will be described. Traditionally, how English was originally taught, and alternatively how it was suggested in the present time will be mentioned. After reading this book, you should be able to acquire most of the important familiarities of the academic ground and updated theoretical foundations in the field of teaching English.[11]

E. Role of teachers

According to Adams, the role of a teacher relates to what individuals actually do (their behavior), while the role of an individual can also be influenced by the expected actions of individuals, in particular the individuals' own expectations (i.e., the teachers themselves) or the expectations of others (pupils, students, parents, colleagues, school leaders, society). The role of the teacher is never uniquely defined, and its definition is influenced by many factors. It is defined by cultural andsocial events and the environment, and both influence the differences that occur in the conceptions of the roles of teachers within

[11] Grace Hui-chin Lin, Paul Shih-chieh Chien, *An Introduction to English Teaching,* A Textbook for English Educators, 1.

different cultures and societies, including the geographic environment.

The factors that influence the role of the teacher are internal and external. Internal factors include those that influence a teacher' own perception of his or her role. External factors include the views and expectations of the role of the teacher, which arise within other stakeholders, such as pupils, parents, colleagues, school leaders, and the public. Both types of factors are also an important part of a teacher's professional identity. Internal factors that influence the understanding of the teacher's role are created by the teachers themselves and can be classified into two categories: the teacher's own beliefs about which role is important and the teacher's expectations for his or her role.[12]

Teacher's profession is one of the oldest professions that originate from the period before the establishment of school as an institution. Persons who enjoyed respect in the society were selected for this dignified profession. The level of acquired pedagogical knowledge greatly depends on the teacher himself/herself and his/her professional competences. The teacher is always expected to be a role model for the pupils and the society as a whole with his/her conduct and education and work. The type of activities that the teacher will be able to perform

[12] Danijela Makovec, "*The Teacher's Role and Professional Development*" ,*International Journal of Cognitive Research in Science*, Engineering and Education, Vol. 6, No. 2, 2018, page:33.

successfully and the objective of the activities themselves depend on the level of such competences.

The role of the teacher in the traditional system of teaching proved to be ineffective and inadequate for the pupils. The teacher in the traditional way of teaching appeared as the main agent of the educational and vocational activities in school. In such type of teaching, he/she is the agent of the activities in the class. The teacher appears in the role of the provider of information, i.e. the lecturer who relies on books. Changing the teacher's role from a passive doer to an active doer is hard work due to the traditional practice applied for a long time; at the same time, there is inertia among the teachers to open towards the latest trends and developments.[13]

F. Duties and Functions

The old saying goes: "Those who can, do; those who can't, teach." The list of duties in this paper gives the lie to that view by spelling out just how hard teaching is. It shows that the real truth, while less catchy, is more like this: "Those who can do these hundred difficult things can teach well; those who can teach well can change the world in their lifetime; those who can't, can rarely do something as important." Teaching is important because most teachers reach more than a thousand students during their

[13] Xhemajli Arbona, "The role of the teacher in interactive teaching", *International Journal of Cognitive Research in Science, Engineering and Education* (IJCRSEE), Vol. 4, No.1, 2016, Page. 33

career as a teacher, and many reach more than ten thousand. Teachers change the world through their students in two ways. Great teachers of the past have inspired individuals and even whole societies to new and better forms of life, to great inventions, to the saving of lives, cultures, and countries (and to their destruction), and to notable discoveries and spiritual revolutions. There are many cases where specific teachers have been identified as providing the inspiration or the suggestions that led to these results.[14]

Duties lists are not obtained by simply doing what are conventionally referred to as 'job analyses'. Such analyses are usually based on a time sampling of what teachers actually do, or a survey which asks about what they believe they do, or what they or someone else an administrator thinks is important amongst the things they do. None of that gets you to what they are should be doing, can reasonably be required to do. So it is completely inappropriate to use job analyses as duty statements; nevertheless job analyses substantially overlap duties statements, since there isn't a total gap between what people do and what they should be doing. Hence, some job analyses notably, the one done by ETS for the Praxis project have been carefully studied for items that might have been overlooked here. [15]

[14] Scriven Michael, *Duties of the Teachers*, version date: Dec 8, 1994, page 1
[15] Scriven Michael, *Duties of the Teachers*, version date: Dec 8, 1994, page 6.

G. Competences and qualities required by teachers

1. Competences

The competences required by a teacher are affected by the different ways in which the role is understood around the world. Broadly, there seem to be four models:

1. the teacher as manager of instruction;
2. the teacher as caring person;
3. teacher as expert learner; and
4. teacher as cultural and civic person[16]

The Organisation for Economic Co-operation and Development has argued that it is necessary to develop a shared definition of the skills and knowledge required by teachers, in order to guide teachers' career-long education and professional development[17] Some evidence-based international discussions have tried to reach such a common understanding. For example, the European Union has identified three broad areas of competences that teachers require:

1. Working with others
2. Working with knowledge, technology and information, and
3. Working in and with society.

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[16] F Caena (2011) *'Literature review: Teachers' core competences: requirements and development'*

[17] *'Teachers Matter: Attracting, Developing and Retaining Effective Teachers'*, 2005, Paris: OECD publications

Scholarly consensus is emerging that what is required of teachers can be grouped under three headings:

knowledge (such as: the subject matter itself and knowledge about how to teach it, curricular knowledge, knowledge about the educational sciences, psychology, assessment etc.)

craft skills (such as lesson planning, using teaching technologies, managing students and groups, monitoring and assessing learning etc.)

anddispositions (such as essential values and attitudes, beliefs and commitment)[18]

[18] Williamson McDiarmid, G. & Clevenger-Bright M. (2008) *'Rethinking Teacher Capacity', in Cochran-Smith, M., Feiman-Nemser, S. & Mc Intyre, D. (Eds.). 'Handbook of Research on Teacher Education. Enduring questions in changing contexts'*. New York/Abingdon: Routledge/Taylor & Francis cited in F Caena