

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Study

Teacher is the main and foremost actor in the teaching and learning process. The teacher is the person who plays a direct role in the teaching and learning process. For Udin Syaefudin Saud (2009:32), the teacher plays a strategic role in building the nation's character through the development of the desired personality and values. Alma (2005:3) sees the teacher can act like an artist and scientist as an artist, play a role in the educational stage to play the role of delivering information and models (examples) for their students. while as a scientist (scientist) the teacher becomes a facilitator in extracting information for students. This strategic position and role requires special competence that is qualified, so that the teacher is truly able to show his optimal professional abilities. With this strategic position, of course, teacher performance is very important to note.

A professional teacher is a teacher who has a set of competencies, both related to knowledge, skills and behaviors that must be possessed, internalized, which is mastered by the teacher in carrying out his professional tasks. According to the P3G (teacher education development project) as reported by udin syaefuddin saud (2009:50) there are ten teacher competencies namely mastering materials, managing teaching and learning programs, managing classes, using media or learning resources, mastering educational foundation, managing teaching and learning interactions,

assessing learning achievement, regarding functions and guidance and counseling services, getting to know and organizing school administration, and understanding and interpreting research results for teaching purposes.

Teacher also has to be professional educator, Ki Hajar Dewantara mentions three important characteristics of professional teachers, as follows :

1. Ing ngarso sung tuladha (in front, the teacher becomes model)
2. Ing madya mangun karsa (in the middle, the teacher is the motivator)
3. Tut wuri handayani (behind, the teacher is a supporter).

Besides, the professional teacher is also must to have and mastery the competences which related to the knowledge, skill or good behavior. The teacher hoped can show to the students about the way get a knowledge (cognitive). Moral and value (affective) and skills. Every professional teacher in Indonesia is required to have certain standards of competences that are already set by the Indonesian ministry in law number 16 of 2007. The competence can be defined as knowledge, skill, and abilities that are controlled by someone who has been a part of himself so that he can perform cognitive, affective and psychomotor behaviors as well as possible

The four competencies of the teacher in law number 14 of 2005, there are professional competence, pedagogical competence, personal competence, and social competence. Professional competence is the mastery of learning material widely and deeply, which includes mastery of curriculum subject matter in schools and scientific substance that overshadow the material, as well as mastery of the structure and methodology of science, pedagogical competence is the ability to understand students,

design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials, while personality competence personal ability that reflects a stable, mature, wise and authoritative personality, becomes a model for students, and has noble character, and then social competence is the ability of teachers to communicate and interact effectively with students, education staff, parents, and the surrounding community.

Teacher must have those four competencies because those competencies are absolutely for a teacher in educating students in order to produce competent graduates. Among those four teachers' competences, pedagogical competence is one type of competency that is necessary to be mastered by the teacher, pedagogic competence is a distinctive competency, which will distinguish teachers from other professions and will determine the level of success of the learning process and results of the students.

In the national education standard, Article 28 paragraph (3) point a points out that pedagogic competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students

Pedagogical competence is ability to understanding is ability to understanding to the insight or to the education base, understanding to the students, development the curriculum or syllabus, learning plan, implementation of learning which educated the students to actualize various potency that the students have. Though this competency, the teacher easily to understand the learning needs. The necessity for the teachers to

have the pedagogical competence is explained in the Holy Qur'an Surah An-Nahl verse 125 as follow :

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَادِلْهُمْ بِلَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Based on that verse above, it explains that the pedagogical competence is the competence which must be owned by the teachers. The teachers is also must to develop their pedagogical competence in order to the teacher can carry out the duty and also can carry improvement in teaching and learning activities. These competencies are not guined suddenly but should be through steadily and systematic learning to actualize the various potentials it has. (Sudarma:2014).

As stated previously, the researcher has conducted observations in SMAN I Bati-Bati and SMAN I Tambang Ulang about Teaching English lesson to one of the English teachers at the school. The researcher found some The analysis pedagogical competence English teacher that are being faced by the English teacher in giving English materials in the class. The main problems are: not using English while teaching; not using appropriate method, focusing only on the book instruction, and just giving the learners assignments without giving explanation in advance.

As aforementioned, the success of teaching and learning process is not just about whether the teachers use English or not. However, the teachers' knowledge of learning method is also an essential thing to be mastered. In fact, only few of English teachers who figure out what the teaching method actually is. They only use one or

three methods of learning for one semester even in a single academic year, such as GTM (Grammar-Translation Method) and speech method. Such case was also experienced by the researcher as a student in senior high school, SMAN I Tambang Ulang.

There are English teachers that seen rather forcing the learners on learning and it makes the learners pretty afraid of learning English. Furthermore, there is also still an English teacher not confident in facing the learners in class when explaining or presenting the materials 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 on: **"The analysis of pedagogical competence of senior high school english teacher in tanah laut"**

## **B. Research Question**

What are the pedagogical competence of senior high school English teacher in Tanah laut?

### **C. Objective of the Study**

To identify the pedagogical competence of senior high school English teacher in Tanah Laut

### **D. Significance of the Study**

The result of the study is expected to:

1. Give inputs and ideas for English teacher of senior high school in Tanah Laut
2. Provide information for the next English education students as future teacher concerning the knowledge about the pedagogical competence of Teachers

### **E. Operational Definition**

1. Pedagogical competence

The pedagogical competences being observed in this research is the ones of English teacher at SMAN 1 BAti-Bati and SMAN 1 Tambang Ulang. Pedagogical competence is the ability in the management of students that includes an understanding of the student, designing and conducting learning, evaluation of learning outcomes, and the development of student to actualize various potentials.

2. English Teacher

Senior High School English Teacher of two schools at : SMAN 1 Bati-Bati and SMAN 1 Tambang Ulang