


ANALYSIS OF TEACHERS PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH AT THE SECOND GRADE OF SMK NEGERI 4 GOWA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 26, 2022 Revised: June 2, 2022 Accepted: August 12, 2022 Published: April 15, 2023</p> <p>Keywords: Analysis Pedagogical Competence Teaching English</p>	<p>This research aims to determine the pedagogical ability of teachers in teaching English in grade II OF SMK Negeri 4 GOWA. The subject of this study used the qualitative descriptive method. This study focused on the eleventh-grade level of SMK Negeri 4 Gowa and the main subjects of this study were two English teachers of SMA Negeri 4 GOWA. The data in this study were taken from observations and interviews. The form of checklist observation data aims to analyze the pedagogical ability of teachers in teaching English. The data from the interview is to find out the competence of the teacher in teaching. Based on the research findings, it shows that the two teachers at SMK Negeri 4 GOWA still do not meet all the indicators contained in the seven aspects of teacher pedagogical competence.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

The teacher's pedagogic competence is the ability to manage the classroom and manage learning in which the teacher makes learning, applies learning tools in the classroom, and assesses the extent to which students are able to receive learning. To achieve success in learning and teaching every teacher must have these competencies. If the teacher does not succeed in mastering the class, it is impossible for the teacher to be successful in teaching his students, because the abilities of students are different and the way they receive learning is also different.

Every professional teacher in Indonesia is required to have certain standard of competencies. A professional standard attempts to describe the teachers' belief, knowledge,

understanding and ability as specialist practitioner in their fields. In the learning process, they must be able to master the learning material that will be taught and also developed., Ingar (1998).

One of the factors that affect student learning outcomes is the ability of teachers to carry out learning activities. Optimal learning activities and good student learning outcomes are the hopes of all parties, but the reality in the field still shows that teacher activities are not working optimally and there are still quite a lot of student learning outcomes under KKM. There are still some teachers who do not develop the lesson plan (RPP) optimally. Not accompanied by learning media as their support, such as concept maps, power points, and teaching aids that support other learning activities. There are still teachers who come late to school, this causes learning activities to be a little disturbed. Furthermore, the limitations of learning media and the dominant use of lecture methods make the learning process less varied. Although students in learning activities can still participate in learning conducive, it is felt that this needs to be improved in the use of more varied media and methods, Syaidah (2018).

Based on the research previously stated, to obtain valid data by conducting research on the pedagogic competence of English teachers. This is done by researchers to conclude whether the English teacher already has these competencies or not. Finally, the researcher is interested in conducting a research entitle: *Analysis of Teacher Pedagogical Competence in Teaching English at the Second Grade of SMK NEGERI 4 GOWA*”

RESEARCH METHOD

A. Design of the Research

This research applied descriptive qualitative method. Margono (2010) says that descriptive research is collecting data or information that will be compiled, criticized and analyzed. and research methods that seek to give seriousness and caution to the actual facts and the nature of a particular population aimed at solving the actual problems faced today. In this research, the researcher to describe the teachers' pedagogical competences in teaching English at SMK Negeri 4 GOWA.

In obtaining accurate data on the analysis of pedagogical competence of teachers in teaching English in second grade of SMK Negeri 4 GOWA, to decipher the data that has been accumulated from the beginning of the study to the end of the study by using data reduction techniques, data presentation and conclusions. And also, researchers used data collection techniques through observation, interviewed.

Researchers carry out observations in each class more and more in the eleventh grade while learning English is running. Then, researchers adapted the data using statistics. Acquisition of process data described by the investigation using a descriptive design.

B. Research Subject

This research was conducted to find out how the teacher's pedagogical competence practices when teaching in the classroom. The subjects of this research are two eleventh grade English teachers at SMK Negeri 4 GOWA.

Therefore, the researcher is a graduate of the school that is why the researcher chose that school. And the researcher knows the statement of the English teacher at the school. In addition, the researchers hope that the results of this study can become a reference for English teachers at the school in order to further develop classroom learning practices regarding teacher pedagogic competencies.

C. Instrument of the Research

1. Observation

To determine the teacher's ability in the learning process, the observation requirements used in the free structure do not have to be answered, but what appears to support the results of this study includes citing participant and non-participant forms of observation. While non-participants, researchers prioritize student learning outcomes. To get real data about the teacher's pedagogic competence, the observation used was a checklist observation.

2. Interview

In this case, the researcher presents an instrument in the form of a recording and the researcher also used structured interviews as his research instrument, therefore the teachers' pedagogical competences in teaching English at SMK NEGERI 4 GOWA.

D. Data Collection Procedure

In this study the data collection procedures used are:

1. When the English teacher teaches in the class the researcher observes the teacher.
2. From the pedagogic competence of English teachers in teaching, the researchers interviewed English teachers.

E. Data Analysis Technique

According to Sugiyono (2014) records evaluation is the manner of systematically looking and arranging the interview script, area notes and different substances which you acquire to growth your personal know-how of then and to allow you to offer what you've got got observed to different. After the researcher acquire the records, the researcher evaluation it through the usage of descriptive evaluation which concerned description and interpretation of the records. So, the records acquire of the studies changed into defined and interpreted into personal sentences. In data analysis, there are activities, namely: Data restriction, showing data, and releasing/verifying data conclusions. As shown below:

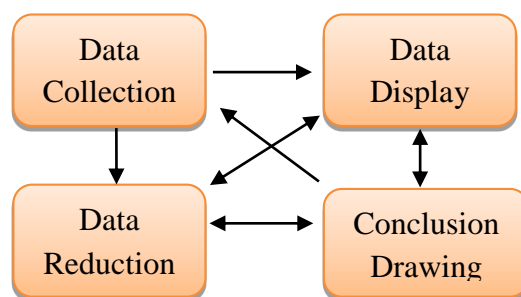


Figure 2. Interactive Model of Data Analysis

RESULT AND DISCUSSION

A. Research Finding

Researchers have presented the results of the study. To take the data the researchers made observations in the classroom and interviewed two teachers. Researchers have carried out research activities in the eleventh grade of SMK Negeri 4 GOWA. The first thing the researcher pays attention to the teacher is to make observations in the classroom about the pedagogical competence of the teacher. Observations were made by researchers during four meetings in the classroom, and the second was to find out the pedagogical competence of teachers in teaching English, researchers conducted interviews with teachers.

From the data collection, the observations carried out by this study for six observations in the classroom in the eleventh grade of SMK Negeri 4 GOWA on Monday, January 10-28, 2022. Researchers make observations in the classroom, this study is carried out to see the activities of teachers in the classroom to obtain data, researchers pay attention to the teacher about the strategies and methods used by English teachers, then researchers follow the English teacher in class.

From the above data taken includes 7 aspects of teacher pedagogic competence that must be mastered, namely:

1. Understanding Student Characteristics

At the time of observation, it can be seen that the teacher identifies the learning characteristics of each student by observing student activities during the teaching and learning process, conducting discussion learning activities for students in order to get the same opportunity to actively participate in learning activities and carry out two-way communication with students and observe student speech, attitude, feelings and behavior. Of the six existing indicators, what can be seen from the observations and interviews that only 2 indicators are met, namely, the indicators of parts a and b.

2. Mastering Learning Theory and Educational Principles

From the results of observations in the classroom To master the theory of learning teachers use competition techniques and language or media techniques. The competition techniques used are quizzes and the language or media techniques used are related to the student's environment and related to daily life. From the techniques used by the teacher can motivate the willingness of learners to learn. Of the six existing indicators, what can be seen from the observations and interviews that only one indicator is met, namely, the indicator part d.

3. Developing Curriculum

From the results of the observation that the curriculum used by the teacher is the 2013 curriculum, the SKKD is revealed to be an indicator and this indicator also goes down to the learning objectives. To develop the curriculum, the teacher sets the learning objectives first, then returns to the indicators. On top of what the teacher wants to achieve, the teacher writes down the indicators using KKO, then it is designed with class conditions and student conditions so that later learning becomes interactive learning so that it can be applied in class. Of the four existing indicators, as can be seen from the observations and interviews that are met, there are three indicators, namely, the indicators of parts a, b and d.

4. Educational Learning Activities

From the results of observations in the classroom, the learning activities carried out by the teacher are group discussions, giving quizzes, giving conversational dialogues and writing questions on the blackboard then the teacher appoints several students to answer the questions on the blackboard. The teacher also uses the lecture method. Of the ten existing indicators, what can be seen from the observations and interviews that are met is that only three indicators are met, namely, the indicators of parts a, b and d.

5. Developing Student Potential

At the beginning of the observation, the teacher was seen dividing the task by means of a group discussion, at the time of the discussion the teacher came to the students in each group, then the teacher appointed one student in each group to explain each discussion material that had been given, so that the teacher can assess how far the student's knowledge is in the discussion material that has been provided, approach each student who is not familiar

with the material and then explain it to the student and how the student's speaking skills are. Of the seven existing indicators, what can be seen from the observations and interviews that only 2 indicators are met, namely, the indicators of parts c and e.

6. Communicating with Students

At the time of observation, the learning activity used by the teacher is a group discussion because it can cause good cooperation between students and students by asking questions to the teacher about material or assignments that are still not understood later the teacher responds to it by explaining it more relevantly to eliminate confusion in students. Of the six existing indicators, what can be seen from the observations and interviews that only 2 indicators are met, namely, the indicators of parts d and f.

7. Assessment and Evaluation

At the time of observation in the classroom, at the first evaluation meeting, the teacher did an evaluation, which saw the teacher giving questions on the blackboard and then the teacher appointed several students to answer the question. At the meeting the two teachers gave quizzes and whoever could answer correctly would get a plus point. In the next meeting, the teacher divides the group to discuss. The teacher conducts several assessments including daily tests, semester exams and semester end exams. Usually during the daily test the teacher gives questions in the form of multiple choice tests. In the semester exam, the teacher uses an objective test in which there are true-false and multiple-choice tests. Meanwhile, at the end of the semester, the teacher uses two tests, namely an objective test and an essay test. Of the five indicators that exist, what can be seen from the observations and interviews that only 2 indicators are met, namely, the indicators of parts a and b.

B. Discussion

This section provides a discussion based on the results of research findings; from the results of this study, it is connected with answers to problem statements whose purpose is to analyze the pedagogical competence of teachers in teaching English in the second grade of SMK NEGERI 4 GOWA. Data is retrieved and collected using observation checklists and interviews.

1. Understanding Student Characteristics

Teachers can already understand the learning characteristics of each student and provide equal opportunities to actively participate in learning activities. However, it has not been seen that this teacher can organize classes to provide equal opportunities for all students, find out the cause of student behavior, develop students' potential and pay attention to students with certain disabilities. According to Meriyati (2015) Knowing and understanding students can be done by paying attention and analyzing speech (way of speaking), attitudes and behavior or actions of students, because of the three aspects above, each person (student) expresses what is in him (character or soul).). For this reason, a teacher must carefully communicate and interact with students in every educational activity.

2. Mastering Learning Theory and Educational Principles

The teacher can only understand various techniques to motivate the learner's willingness to learn. However, it has not been seen that this teacher can give students several opportunities to be able to master the theory, and ensure the level of understanding of students, state what is the reason for the implementation activities carried out, design learning activities and observe the responses of students about learning materials that do not understand. According to Suparman (2001) by adapting Fillbeck's (1974) thinking, several learning principles, namely behavior is not only controlled by the consequences of the response, but also under the influence of conditions or signs in the student's environment. The implication is the need to clearly state the learning objectives to students before the lesson begins so that students are willing to study harder. And the behavior caused by certain signs will disappear or decrease in frequency if it is not reinforced with pleasant consequences. The implication is the provision of useful learning content for students in the world outside the classroom and providing feedback in the form of appreciation for student success, also students are often given exercises and tests so that new knowledge, skills and attitudes are mastered and raised as well.

3. Developing Curriculum

Teachers can already understand how to compile curriculum that corresponds to the syllabus, makes a learning plan that corresponds to the syllabus, and choose learning materials

with appropriate learning objectives. However, it has not been seen that this teacher is pay attention to the learning objectives by following the order of the learning material. According to Muryani, Sulistari & Mirakaho (2013) In simple terms, the curriculum development process in implementing KTSP is formulated in eight steps as follows: 1) Analyzing the Graduate Competency Standards (SKL) of Education Units; 2) Analyzing the SKL of the subjects taught; 3) Analyzing the behavior and materials contained in the Competency Standards (SK); 4) Analyzing behavior and material contained in Basic Competencies (KD), developing basic material in material organization systematically, developing behavior and material in the form of KD achievement indicators, designing learning experiences to achieve the required indicators, assessments, and time; 5) Pouring the results of the SK and KD analysis into the Syllabus format; 6) Develop syllabus into lesson plans in the form of developing material into media, learning experiences into strategies, approaches, methods, media, tools, etc., indicators into learning objectives, learning objectives into learning scenarios, and assessment into assessment instruments ; 7) Implementing the RPP; and 8) Evaluating, improving the RPP, and improving its implementation on an ongoing basis.

4. Educational Learning Activities

Teachers can only understand learning activities aimed at helping the student's learning process, carry out learning activities in accordance with the content of the curriculum and by asking questions, practicing, and interacting with other students including providing many opportunities for students. However, it has not been seen that this teacher is communicating new information (such as additional material), as a stage of the learning process for students, the teacher must observe the mistakes made by the students, carrying out diverse learning activities with sufficient time, managing classes effectively without dominance, designing classroom conditions to be able to adapt learning activities, managing the implementation of learning activities systematically and using teaching aids or audio-visual (including ICT). According to Solihatin (2007), cooperative learning is behavior that is manifested in collaborating or helping activities between others in groups with members of two or more people in an effort to achieve group success.

5. Developing Student Potential

The teacher can only understand how to design and carry out learning activities and able to recognize the talents, interests, potentials, and learning difficulties of each student. However, it has not been seen that this teacher is analyzing student learning outcomes, designing and implementing learning activities that encourage students to learn, assist students in the learning process, with student learning methods and a focus on interaction with students can provide learning opportunities to students. Wiguno's research (2011) shows that students' speaking skills can be improved through content mastery services with discussion and role-playing methods.

6. Communicating with Students

Teachers can only understand how to present learning activities that can foster good cooperation between learners and pay attention to students' questions and respond in a more relevant way. However, it has not been seen that this to determine the student's understanding of student participation, the teacher uses questions to the student. pay attention and listen to all students' questions and responses, observe student questions appropriately, correctly and up-to-date and pay attention to all students' answers both correct and considered wrong. According to Soekawati (2016) when learning takes place the teacher always accompanies students in writing essays, both in the form of individual and group learning. After giving material about composing, the teacher does not just stay silent, but also goes around paying close attention to the students in writing essays. And the teacher also does not hesitate to provide input and answer student questions.

7. Assessment and Evaluation

Teachers can already understand how to prepare assessment tools that are with various techniques and types of assessments that correspond to the learning objectives and evaluation. However, it has not been seen that this teacher is analyzing the assessment results to identify difficult basic topics/competencies, as material for the preparation of learning designs, the teacher utilizes input from students and utilizes the results of their assessment. Dien in Suharsimi (2009) suggests that "test is a systematic and objective tool or procedure to obtain the desired data and information about a person in a way that can be said to be precise and fast". Good enough in Sudijono (2012) suggests "a test is a task or a series of tasks given to an

individual or group of individuals with the intention of comparing their skills with one another". The test is associated as an assessment tool, according to Sudjana (2013) "tests are questions given to students to get answers from students in oral form (oral tests), in written form (written tests), or in the form of actions (action tests). Tests are generally used to assess and measure student learning outcomes, especially cognitive learning outcomes with regard to the use of teaching materials in accordance with educational and teaching goals.

CONCLUSION

From the findings and discussions above, it can be responded that, from several existing indicators, these SMK teachers have not met all the indicators that indicate the pedagogical ability of a teacher. it is a sign that English teachers at SMK Negeri 4 Gowa still need to improve and develop themselves so that the pedagogic indicators are met.

Based on these findings, there are still not many indicators that are met and it is necessary to give valuable advice to teachers, this advice is to develop the quality of teachers about pedagogical competence in teaching English is expected to be a consideration for them.

Researchers recommend several suggestions based on the results of data analysis and conclusions, the suggestions are as follows:

1. In the pedagogical competence of the English teacher must master more aspects. The English teacher must master more aspects in pedagogical competence.
2. English teachers should participate more in activities such as seminars, so that teachers' pedagogical abilities can develop.
3. English teachers should increase students' motivation and interest in learning by being given equal opportunities to students.
4. The teacher should know what are the difficulties of students to learn English, and help solve their problems. English teachers must also provide or prepare good materials so that students are more interested in learning, because teaching materials have an influence on students' understanding.

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