


AN ANALYSIS OF TEACHERS' PEDAGOGIC COMPETENCE IN TEACHING ENGLISH YOUNG STUDENTS AT SMPN 1 BARAKA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 29, 2022 Revised: January 09, 2023 Accepted: January 29, 2023 Published: April 29, 2024</p> <p>Keywords: Young students Teaching Pedagogical competence Classroom management</p>	<p>The purpose of this study is to examine the pedagogical competence that posses by the teacher in SMPN 1 BARAKA namely managing young students classroom and make the students stay curious and enthusiasm to learn english. This study was conducted to describe how teachers manage young students classroom, find out how well the teachers understand the needs of their young students and to see if the teachers pedagogical competencew have an impact on the students desire to learn english. In this study , researcher used purposive sampling to collect data. in this study, there was 4 class as observation data and 2 teachers as resource persons to interviews. This research was conducted at SMPN 1 BARAKA. The result of this study indicate that Based on the results of the observation and interview, the conclusion of this study are presented based on the data obtained which has been analysed. From all data analysis on how do the teachers able to manage the students and make them stay curious and enthusiasm to learn English. It can be concluded that experience can be one of the factors which affect the understanding and implementation of pedagogical competence specifically the classroom management. In addition, pedagogical competence is the ability of teaching that cannot be comprehended in short time.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Authority law of Indonesia number 74, 2008 on Teachers explain that teachers' pedagogical competence is the expertise of teachers in managing the learn of the students. Pedagogical competence is a unique competency that should be mastering by the teachers (Nelza, Risnawati, and Detti, 2021) which shown by skill of teachers to arrange material of learning to make the students easier to understand the lesson.

As we all know, teachers are the most important subject in the class because of the two reason. First, they are the person who the students would see as a model. Second, they are the person who in the spot to design learning instruction. Therefore, the teachers must be able to deliver the learning that is able to accommodate the needs and characteristics of students. Basically teachers pedagogical competence is divided by three main skills of teaching that are, planning, implementation and evaluation of learning outcomes of the students (Mardia, 2014).

By the explanation above, teachers pedagogical competence aspect is too wide that it is impossible to research all of the aspect in one paper. So, despite the vast area that covered by the pedagogical competence of the teachers, in this research, it was only focuses on investigating teachers pedagogical competence in implementing teaching English for young students specifically the classroom management. The reason behind this choice was because the researcher was so interested to see the teachers' way of teaching English for young students to make them stay curious and enthusiasm throughout the learning process in the classroom. Hence, the researcher takes the title "An Analysis of Teachers' Pedagogic Competence in Teaching English Young Students at SMPN 1 Baraka".

RESEARCH METHOD

Because this research aims to describe and understand the nature of events that occur in real life, it uses a qualitative paradigm that focuses on observing, describing, explaining, and understanding how events occur in the real world. The method of this research is descriptive qualitative research. The researchers chose this approach because of the more in-depth data available from the participants. A descriptive account intended to understand a phenomenon, process, or particular point of view from the perspective of the person concerned. A central aim of these studies is to understand the world or experiences of others (Ary, D et al., 2010: 453).

RESULT AND DISCUSSION

Because of the purpose of this research is to find out teacher's pedagogical competence in how teachers will able to manage young learner classroom, therefore all the research data from interview and documentation are described thoroughly in this findings. The research data that have been obtained by the researchers by using observation and interview were described in how teacher's pedagogical competence can be used to manage young learner classroom.

1. Teachers Pedagogical Competence in Classroom Management

Observations were carried out by using checklist observations sheet, then the interview were carried out and asked to the interviewee namely 2 English teachers. There were six aspects that became important concerns in observation activities and become the point of interview that has been asked for the teachers. The six aspects are Classroom layout management by the teacher, Classroom interaction, Teachers role in classroom, Classroom language, Error correction, and Dealing with diversity. The researcher observed two teachers who taught in two different classes by looking at all aspects of classroom management carried out by the teacher on the learning process in the classroom. Below are the table of observation checklist by the researcher :

Table 1 Observation Checklist Mr Habil

A. Mr Habil.S.Pd. Class (Mr. H)			
No	Aspect	Yes	No
1	Classroom layout management by the teacher		X
2	Classroom interaction	X	
3	Teachers role		X
4	Classroom language	X	
5	Error correction	X	
6	Dealing with diversity	X	

Table 2 Observation Checklis Ms Herlina

B. Mrs Herlina Sutarman, S.Pd. Class (Mrs. HS)			
No	Aspect	Yes	No
1	Classroom layout management by the teacher	X	
2	Classroom interaction	X	
3	Teachers role	X	
4	Classroom language	X	
5	Error correction	X	
6	Dealing with diversity	X	

From the results of these observations and interview, it is known that:

a) Classroom layout management

Teachers in carrying out the process of learning English in the classroom always pay attention to how the layout and position of students are carried out in classes. This can be seen from the results of the observation checklist made by the researcher on Mrs. HS as resource persons, where in the learning process; Mrs. HS looks active and proactive in managing class layout so that the learning process can take place as well as possible. This can also be seen from the results of the interview with English teacher at SMP Negeri 1 Engrekang, namely Mrs. HS on September 9, 2022, she said that,

Extract 1, Respondent Mrs. HS

Benar sekali, menurut saya pengelolaan kelas harus dilakukan dengan sebaik-baiknya, hal ini dapat mempengaruhi situasi kelas yang dapat meningkatkan minat siswa dalam belajar bahasa Inggris.

Absolutely yes, in my opinion that classroom managements should be done as well as possible, it can affect the classroom situations that can increase student's interest in learning English.

On the other hand, Mr. H as resource person seems not very active and proactive in managing the classroom layout, and only occasionally seems to pay attention to it. This information is in accordance with the explanation given by the English teacher at SMP Negeri 1 Engrekang, namely Mr. H, in an interview conducted on September 9, 2022,

Extract 1, Respondent Mr. H

Saya rasa itu tidak terlalu penting, saya pribadi tidak pernah mengubah tata letak kelas yang saya ajari.

I think that is not very important, I personally never change the layout of the class i`m teaching.

From the two answers from the interview and also from the results of field observations, it is known that the teacher has full awareness of the classroom layout management. But some teachers also seem not to care much about classroom layout management when the learning process is still going well.

b) Classroom interaction

Interaction will become a thing that the teacher pay attention to, in order to carry out the learning process in the classroom, from the observations it can be seen that the two respondent, both Mr. H and Mrs. HS always interact with their students. Where there is always a question and answer in the midst of the learning process that can increase the activity of interaction between teachers and students and students with students themselves.

This is reinforced by data from interviews, namely with the explanation given by the English teacher at SMP Negeri 1 Engrekang, namely Mr. H, in an interview conducted on September 9, 2022,

Extract 2, Respondent Mr. H

Biasanya saya kasih latihan saja yang nanti saya jelaskan buat yang belum paham

I usually just give them an exercise that I will later explain for the one who don't understand

The same thing was also conveyed by Mrs. HS, in an interview conducted on September 9, 2022,

Extract 2, Respondent Mrs. HS

Interaksi yang aktif dalam proses pembelajaran dapat diciptakan dengan mengajukan pertanyaan tentang suatu masalah atau topik yang diminati siswa. Oleh karena itu saya selalu berusaha membawakan materi pembelajaran semenarik mungkin agar siswa dapat terpancing untuk bertanya atau mencoba menjawab pertanyaan tersebut.

Active interaction in the learning process can be created by asking questions about a problem or topic that is interested for students. Therefore I always try to bring the learning materials as interesting as possible so that students can be provoked to ask a question or try to answer the question.

From the results of interviews and from the observation data above, it can be concluded that in the learning process carried out in schools there must be good interaction. These interactions are interactions between teachers and students as well as interactions between students and other students. When this good interaction is created, the atmosphere or class management can be done well.

c) Teachers role in classroom

The role of the teacher in the learning process is very important, where the teacher plays an important role as a presenter and facilitator in the student learning process. How teachers play their role is key in classroom management. The good role of the teacher can increase positive tension in the classroom. This information is in accordance with the explanation given by the English teacher at SMP Negeri 1 Engrekang, namely Mrs. HS, in an interview conducted on September 9, 2022,

Extract 3, Respondent Mrs. HS

Sebenarnya saya akan bertindak sesuai dengan situasi yang saya hadapi dikelas, ketika situasi kelas terlalu tegang atau stuck, saya akan mencoba untuk mencairkan suasana. Disisi lain, ketika kelas terlalu ribut dan sulit diatur, saya akan bersikap ketat dengan siswa

Actually I will act according to the situation I face in class, when the class situation is too tense or stuck, I will try to lighten the mood. On the other hand, when the class is too noisy and unruly, I will be strict with the students

It is also supported by the results of observations on Mrs. HS showed that the activeness of the teacher in playing his role can turn on a more positive atmosphere of the learning process. While the results of observations of Mr. H show that the teacher in this case Mr. H looks passive in playing his role in the learning process so that the positive atmosphere of the class has not been able to develop as much as possible. Similar information was also obtained by the researchers from the results of interviews Mr. H on September 9, 2022,

Extract 3, Respondent Mr. H

Sebenarnya saya hanya berdiri di depan kelas, memberi mereka penjelasan tentang subjek dan memerintahkan mereka untuk menyelesaikan tes.

Actually I just stood in front of the class, gave them an explanation of the subject and ordered them to finish the test

From the explanation of the results of interviews and observations above, it can be seen that the role of a teacher in the learning process greatly affects the classroom situation, this is what makes the teacher's role very important in classroom management.

d) Classroom language

In the learning process, there tend to be several cases where there are questions that the teacher cannot answer. From the results of observations made at the research site on Mr. H and Mrs. HS, it was found that the teacher in dealing with these situations tends to reflect on these questions and provide opportunities for other students to be able to answer these questions. But if the answer has not been found, it will be used as homework for students and will be answered together at the next meeting. This information is in accordance with the explanation given by the EFL teacher at SMP Negeri 1 Engrekang, namely Mr. H, in an interview conducted on September 9, 2022,

Extract 4, Respondent Mr. H

Jika ada pertanyaan yang saya juga tidak tahu, saya biasanya menyuruh siswa lain untuk menjawabnya. Jika tidak ada siswa yang tahu tentang jawabannya, saya hanya menjadikan pertanyaan tersebut sebagai pekerjaan rumah

If there is a question that I also don't know, I usually ask other students to answer it. If none of the students know about the answer, I just make the question as homework

Another respondent, namely Mrs. HS on an interview conducted on 9 september 2022, she said that,

Extract 4, Respondent Mrs. HS

Apabila ada pertanyaan yang tidak dapat saya jawab, pertanyaan tersebut akan saya jadikan sebagai tugas siswa untuk menemukan jawabannya pada pertemuan berikutnya.

When there is a question that I can't answer, I will make that question as a task for students to find the answer at the next meeting.

From the results of interviews and observations made, it can be understood that the teacher in managing his class, when faced with a situation where there are questions that the teacher cannot answer, the teacher takes the initiative to make the question a reflective question for students, and when the answer has not been found at the meeting, it will be used as homework for students.

e) Error correction

In the learning process carried out in the classroom, of course sometimes the teacher has some mistakes that he does. This is one of the special concerns in terms of class management. Teachers are required to be able to have the ability to correct their mistakes so that learning materials can be conveyed properly to students. This information is in accordance with the explanation given by the EFL teacher at SMP Negeri 1 Engrekang, namely Mr. H, in an interview conducted on September 9, 2022,

Extract 5, Respondent Mr. H

Biasanya saya langsung mengoreksi kesalahan saya dalam proses menjelaskan dan meminta maaf dalam prosesnya, sama halnya ketika siswa melakukan kesalahan saat menjawab pertanyaan saya.

Usually I correct my mistake immediately in the process of explaining and say sorry in the process, same when the students made a mistake when answering my question.

The same respondent also convey by Mrs. HS on an interview conducted on 9 september 2022, she said that,

Extract 5, Respondent Mrs. HS

Saya akan segera memperbaiki kesalahan dan langsung menjelaskan kembali dengan jelas tentang jawaban yang sebenarnya.

I will immediately correct the error and directly re-explain clearly about the actual answer.

Also one of the important concerns in the observations made by researchers is to see how the teacher manages his class when there are teachers who make mistakes in the learning process. From the observation data, it is known that the teacher, both Mr. H and Mrs. Hs, when they make a mistake in the learning process, the teacher will immediately correct the error and admit that there was an error in the previous lesson; and vice versa, if the teacher finds an error made by the student, the teacher will immediately correct the error.

f) Dealing with diversity.

In the learning process, students have a diversity of understanding. Therefore, teachers must have sensitivity to the diversity of understanding. This must be done by every teacher, to get an even learning process and understanding for every student. In an interview conducted on this topic, Mr. H as one of the informants explained that,

Extract 6, Respondent Mr. H

Saya pribadi akan memberikan kelas tambahan untuk siswa yang masih belum mengerti, tetapi jarang karena banyak siswa yang tidak mau mengakui bahwa mereka masih belum mengerti. Saya biasanya mencari tahu ketika ujian selesai dan memberi mereka remedial, kelas tambahan atau hukuman lainnya

I personally will give an extra class for the student who still don't understand, but its rare because many student don't want to acknowledge that they still not understand. I usually find out when the test is over and give them a remedial, an extra class or other punishment

The same thing was also conveyed by Mrs. HS in interview conducted on 9 september 2022, where she said that,

Extract 6, Respondent Mrs. HS

Siswa biasanya memiliki tingkat pemahaman yang berbeda-beda, ketika ada beberapa siswa yang saya lihat tidak mengerti tentang materi, saya justru meminta perhatian mereka dan memberi mereka pertanyaan-pertanyaan yang mudah tentang materi tersebut, sehingga mereka perlahan dapat memahami materi dengan menjawab pertanyaan tersebut.

Students usually have various rate of understanding, when there are some student that I saw has no understanding about the material, I actually asking for their focus and give them the easy questions about the material, so they can slowly understood the material by answering the question

The explanation from the interview above is also related to the results from the observation data, it can be seen that the teacher has an awareness of the weaknesses and strengths of his students; Respondent Mr. H, when there are students who have weaknesses in the learning process and are found during the test, then the student will be given remedial

or additional classes. Likewise with Mrs. HS, when students seem to have weaknesses in learning, she will try to restore focus and provide questions that can spark students' curiosity.

B. Discussion

This section, based on the results of the research results in the findings section, which is based on the results of descriptive analysis and data obtained from the observation checklist and interview more detailed information regarding pedagogical competence specifically about managing the classroom to make the students stay curious in learning process.

In this research, the researcher conducted his research at the SMPN 1 Baraka especially at the VII class where the researcher conducted observations and interviews to find out how do the teachers able to manage students classroom and made the students stay curious and interested to learn english.

During the observation, the researcher observes the teachers behavior in the class who is managing the classroom. This is in line with my research where I want to find out about the pedagogical competence specifically about managing the classroom in my own village. So the discussion will have 6 points namely :

a. Classroom layout

Based on the observation and interview data above, there is negative and positive attitude from the teachers in the classroom layout, Mr. H describe that it not useful and never change the layout. But, Mrs HS said otherwise, she describes that classroom layout is very important to spark the students creativity and enthusiasm to learn. This statement from Mrs. HS is in line with the research from Ramli, N. H., Ahmad, S., & Masri, M. H. (2013).. about How classroom layout impacts student engagement and conclude that the redesigning classrooms can enhance the students engagement.

b. Classroom interaction

Based on the data above, the teachers both have positive attitude towards the matter. In the interviews, both the teachers said a same statement that classroom interaction is very important to enhance the students curiosity and students learning spirit. This in line with the research from Hanum, N. S. (2017) about the importance of classroom interaction in the teaching of reading in junior high school that conclude that interaction is needed in a classroom. The effective interaction which happens in the classroom can increase students performance

c. Teachers role in the classroom

Based on the data above, there is negative and positive attitude from the teachers. Mr. H describe that he is just stood in front of the class giving explanation of the subject and give the students an exercise. Otherwise with Mrs. HS, she is act according to the situation in the class. This is in line with the research from Ayustina et all (2018) about a study of the teachers roles in the implementation of scientific approach in teaching English at SMPN 1 Singaraja that conclude that a good teachers role is a motivator, facilitator, controller,

organizer and assessor that will support the students centered learning that will result in students become more focus.

d. Classroom language

Based on the data above, the teachers both have positive attitude towards the matter. In the interviews, both the teachers said a same kind of statement.

e. Error correction

Based on the data above, the teachers both have positive attitude towards the matter. In the interviews, both the teachers said a same kind of statement. This is in accordance are in the line with the research from Yusnidar, Y., Azhar, A., & Sumarno, S (2018) about an analysis of error corection strategies used by the teacher that conclude that teachers must have a strategies when the students made an error for a better classroom learning process.

f. Dealing with diversity

Based on the data above, the teachers both have positive attitude towards the matter. In the interviews, both the teachers said a same kind of statement. This in line with the research from Schuelka, M. J., Johnstone, C. J., Thomas, G., & Artiles, A. J. (Eds.). (2019). about diversity in the classroom.

CONCLUSION

Based on the observations and interviews, the conclusion of this study is derived from the data that has been analyzed in the previous chapter. All of the data that is collected regarding how teachers are able to manage their students and maintain their interest in learning English. Mrs. The HSC has a greater understanding of and implementation of pedagogical competence specifically related to classroom management than Mr.H.

It's possible that experience can have an impact on the understanding and implementation of pedagogical competence specifically the classroom management. Additionally, educational competence is the capacity to teach that can not be understood in a short period of time.

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