

**THE IMPROVEMENTS OF ENGLISH TEACHERS'
PEDAGOGICAL COMPETENCE IN JUNIOR HIGH SCHOOLS
OF SUB- DISTRICT BANJARMANGU, BANJARNEGARA
REGENCY**



THESIS

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Abstract

Pedagogical competence becomes the most important aspect in educational and learning process. This competence does not only give chance to all teachers to maximize the learning process, but also to the students to find out the real potentials that they have. It is focused on how the teachers serve the students in the classroom to get a better achievement.

In fact, currently there are still many teachers who have not understood and mastered pedagogical competence well. If this condition is allowed, it is feared that there will be a decline in the quality of education produced.

This research is purposed to find out the improvements of English teachers' pedagogical competence in Junior high schools of Sub- District Banjarmasin, Banjarnegara Regency. Research methods that have been used on this research are mixed method, both of qualitative and quantitative (Descriptive). This research is categorized as field research.

Finding of this research shows that there are some improvements that have been done by some stakeholders on this Sub- district, either from the local government, school principle, or English teacher itself. Research finding also shows that the effects of the improvements work successfully. Total average score from each school is about 32,5 that can be spelled with good grade in the other words, according on the standard scoring. The improvements are successfully created to improve their English teachers' pedagogical competences in order to achieve higher level of education.

Key words : Improvements of English teachers' competence, Pedagogical competences

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Teachers are the main source of education to create all students become stakeholder in the future. Teachers should master good competence to hold their duties in learning process, and make sure that they will hold it sincerely. It is purposed to make the students achieve better quality, both cognitive aspects and other important aspect.

In some countries, decisions on these qualities are mainly made on the macro level; that is, the qualities are strictly defined by government regulations: government steering by content and outcomes. In other countries, teacher education institutes on the meso level have more freedom in defining the content of their curricula: government steering by goals.

Reflection on the choices made in countries on the content of the teacher education curriculum can help to promote curriculum debates on the meso and micro level, where institutes and teacher educators have to make decisions with respect to what and what not to include in the curriculum. In this section, we reflect on the content of the curriculum, the balance between the different elements of the curriculum and the stakeholders involved in defining the curriculum content.

Optimal input focuses acquiring on the message and not the form. To get a step further, the best input is so interesting and relevant that the students may even forget that the message is encoded in a foreign language (Krashen, 2009: 66).

Mulyasa (2007: 7) states that teachers have a low competency till this day while doing their duties. It is because there are very few programs done by the government to support our teachers' development.

Creating materials and providing input that meet this characteristic may appear to be an easy and obvious task, as the teacher consideration to solve those conditions (Krashen, 2009:67). Competence based on presidential declaration No.

74 in 2008, about teachers' competence, is a package of comprehensions, skills, and attitudes that should be had, mastered, and practiced while doing the learning process in the classroom.

Moreover, according to constitution No. 14 in 2005 about lecturers and teachers stated that educators also should own some competences, those are pedagogical, sosial, proffesional, and personality competences.

Without any means to underestimate other competences, this research is focused on pedagogical competence. It is based on Marcelus R Payong (2011: 28-29), he says that etimologically, pedagogic comes from Greek words those are *Padeos* and *Logos*, *Padeos* means children while *Logos* means guide. Pedagogical competence means that as a teachers should guide our students, not only teaching, and transferring knowledge but also directing and guiding.

Again, these system characteristics will influence the flexibility for teachers and schools. Decisions on the degree level do not determine what competences, skills and knowl-edge a teacher is expected to acquire. Therefore, the 'what' of teacher education needs to be defined.

Decisions on the content of teacher education curricula are made on all three levels (macro, meso and micro). Even in situations where the government provides detailed lists of skills or competences, teacher educators still have to make decisions about the specific learning goals of a course.

The content and/or structure of the curriculum are partly defined on the macro level and partly on the meso and micro level. Official documents, issued by the top-level education authority, provide the basis on which institutes develop their own curricula. These documents specify minimum requirements about compulsory groups of subjects, the amount of general and professional training, examination targets and the minimum standards required by teachers when they have completed their initial education.

The balance between these elements within the curriculum depends on a variety of issues and is related to the views the different stakeholders have. There are several views on teaching and teacher education, and each view has its

specific impact on the curriculum of teacher education and the learning of student teachers (Swennen, 2009: 18).

This research takes some schools which come from different background. Besides, the researcher also prefers about schools' location before doing the research. It is purposed to make sure that the result of this research represents each schools which come from different location on this Sub- District.

B. Operational Definition

For preventing misunderstanding of the title of this research, there are some terms related with the title:

1. Pedagogical competence

This competence is focused on how the teacher serves the students in the classroom to get a better achievement. The most important factor is that the voice of the materials. Conventionally, language- learning materials are de-voiced and anonymous. They are usually written in semi-formal style and reveal very little about the personality, interest and experiences.

Learners casually in the same way good teachers do and try to achieve personal contact with them by revealing their own preferences, interest and opinions. It is based on Olsson (2010:60-61) pedagogical competences more than just teaching skills that need real participations from the teachers to connect a good relation with their students.

Pedagogic means that teachers should guide students not only teaching, and transferring knowledge, but also directing and guiding the students, they have to treat students as good as possible totally. Teachers who have a good pedagogical competence will try to make their students feel comfortable and motivate them to show their potentials while doing learning process, either academically or non-academically.

2. Improvements

Improvement is related to an exploration about how far relation between students and their teachers can be improved to achieve comfortable learning process (Kyriacou, 2011: 39). Honestly, improvement is closely

related with efforts that used to make a better condition in educational achievement. Simply, based on Oxford Dictionaries, effort is a virgorous or determined attempt, a force exerted by a machine or in a process.

Effort is way that is used of some people to reach of their goal in the daily process as human being that needs so many willings. The definition of efforts can be interpretated in some scientific, and the one of its definition comes from physic that effort is the relation between energy and its movement.

This reserach is focused on spesific information that is teacher competence, so by those some definitions, researcher makes conclusion that definition of effort is something that used by people to get their goals, and create a better condition.

3. English Teacher

Teachers based on our constitution No 14 2005 are professional educators with the main function is to teach, educate, guide, train, assest, and evaluate their students in a formal basic education and medium education. Moreover, Harmer(2008:1-2), he states that every people who have a responsibility in student's language developing, especially as a Organizer, assessor, prompter, participant, resource, and tutor can be named as English teachers.

Understanding and exploring the main concepts and approaches for restorative justice, a holistic overview might be a better fit than an analysis of each step. Examining detail is time consuming, while studying the overview runs the risk of omitting relevant information. It is advisable to choose a lens or vision with the right breadth.

The main functions of teacher based on islamic values are teaching and educating the students. Teaching is a duty that some of them can be done by teaching, and some of them can be done through giving motivation , example, and punishment.

According on those definitions, the researcher concludes that the definition of English teacher is someone who has a big responsibility to

develop students' competence to be better person, and find out their biggest competence, especially in English language.

4. Sub District Banjarmangu, Banjarnegara regency

Sub district Banjarmangu is the one 20 sub- districts on Banjarnegara, regency, Central of Java Province which is located about 6 KM from the down town, and it becomes one of strategic locations from this regency. The majority of this Sub district consists of mountain, hills and plantation which its level land is almost on 300-800 from the surface and it makes the land very presperous to be planted. Its border on the north is Karangobar Sub-district, on the south is Bawang Sub district, on the west is Punggelan Sub district, and on the east is Wanayasa Sub district. There are some visions and missions of this Sub District that related with educatioanal program:

- a. Creating good education based on balancing, understanding, rationality, emotional with using local potential, and school based managemant to support our society needs.
- b. Improving the life level of the society either mentally or physically.
- c. Improving our society economical education for supporting the development programs.
- d. Developing efective and maximum government potentials by optimizing all services to the society.
- e. Creating safe, and peace feeling in the Democratic, and Agrarian society.

C. Research Question

From the background of the research, the research question thattaken from this research is:

How the improvements of Englishteachers' pedagogical competences in Junior High Schools of Sub District Banjarmangu, Banjarnegara regency?

From this main question, itdivided into three questions, those are:

1. What are the improvements of English Teachers' Pedagogical competence in Junior High Schools of Sub- District Banjarmangu, Banjarnegara Regency ?

2. How to improve English Teachers' Pedagogical competence in Junior High Schools of Sub- District Banjarmangu, Banjarnegara Regency ?
3. What is the effect of improvements English Teachers' Pedagogical competence in Junior High Schools of Sub- District Banjarmangu, Banjarnegara Regency ?

D. Objective And Significance Of The Research

1. Objectives of the Research

The objectives of this research are:

- a. To describe how the improvements of English Teachers' Pedagogical competence in Junior High Schools of Sub- District Banjarmangu, Banjarnegara Regency.
- b. To find out what are the improvements of English Teachers' Pedagogic competence in Junior High Schools of Sub- District Banjarmangu, Banjarnegara Regency.
- c. To find out the effects of its improvements to all English Teachers in Sub- District Banjarmangu, Banjarnegara Regency

2. Significances of the research

There are some advantages from this research as follow:

- a. Theoretical advantages

Theoretically, this research purposed to be able to enrich our knowledge how to make a good administrations in our education, especially in developing English teachers' pedagogical competence in the Junior high schools, not only on this Sub- District, but also to every Sub- District that needs a reference in developing English Teachers' competences.

Researcher releases that developments are something that very needed to make a better achievements in our education, and this research becomes one of so many researches that concern on developing teachers' competences. This research purposed to be one of references that

give general information about how to improve English Teachers' competence.

b. Practical advantages

1) To the teachers

This research becomes self-correction to all English Teachers on their pedagogical competence while doing their duties and responsibility as teachers. In addition, it also becomes self-motivation to encourage their pedagogical competence.

2) To the school's principle

To the principle, this research becomes a consideration or a supervision for all teachers who have low pedagogical competence for doing some programs to improve English teachers' pedagogical competence.

3) To the teachers' advisor

Teacher's advisor has a right to observe and measure teachers' competences, they are allowed to give point of view in some aspects. Teacher association holds some programs that make their members become better educator after reading this research. As we know that teachers' advisor can give their information to teachers' association as the sources of sharing and exchanging to create attractive learning process.

E. Review Of Relevant Studies

1. The research that was done by Yulianto Singgih in 2015 IAIN Purwokerto titled Islamic teacher's pedagogic competence in vocational high school 1 Punggelan, Banjarnegara regency 2014/2015. This research was focused on pedagogic competence in general condition, and tried to find out how the condition of Islamic teacher's pedagogic competence ideally on that place. The biggest differentiation with my research is on the object and its data analysis, as we have discussed before about the focus and object of the previous research. The research that was done by Mr Yulianto, used

Qualitative technique when trying to analysis the result of the data , because the research just want to describe how the condition of pedagogic competence of islamic teacher's over there . my research using mixed method both of Qualitative and Quantitative descriptive when analysing the data result, and find out deeper analysis about how the improvements of English teachers' pedagogical competence.

2. The research that was done by Siti Zulaikha in 2016 IAIN Purwokerto titled islamic teacher's pedagogic competence in all elementary schools in Sremang village of Sub district Pulosari, Pemalang regency. This research is also focused on how the condition of teachers' pedagogical competences there and tried to find out the important of this competence to the teacher. This research used Qualitative descriptive that purposed to describe how the teacher's pedagogic competence it self on a spesific place, the biggest differentiations with my research are on the subject and its data analysis. This research focused on small place that is Sremang village, while my research focused on the larger place that's on the Sub district of Banjarmangu generally, not on a spesific village. In the another hand, my research also gave spesific information that is how the improvements of English teachers' pedagogical competence it self.
3. The research that was done by Widea putri harnawati in 2017 IAIN Surakarta titled the realization of English teacher's pedagogic competence developing in vocational high school 2 of Surakarta. The characteristics of this research honestly similiar with the research that will be held by me as a developer of this research, because my research also focused on developing teacher's pedagogic competence on a spesific place the differentiations are on the subject and the object of this research. In addition, this research also has similarities with mine, that is focused on English teachers' pedagogical competence. the field of this research was spesifically written on a vocational high school, while my research focused on english teacher's pedagogical competence in Junior high schools on a larger place that's on the Sub district of Banjarmangu.

F. Literature Review

1. Teacher's competences

According to our constitution no. 14 2005 and Presidential Regulation about teacher and lecturer explained that competence is a package of knowledge, skills, and attitude that should be owned, felt, mastered both of teachers and lecturers in doing their duty as a professional workers. One of those competences is pedagogic competence, beside other competences like professional, social, and personality.

Pedagogic competence is a skill about class management includes student's comprehension, planning, evaluating, developing student's talent. From those simple definitions we can conclude that a professional worker needs some competences that should be learned and applied to general purposes, in this case about student's development.

Competences is something that should be owned by all teachers, in relation with a professional workers, competence means performance in doing their duty and completing their specification as an educator.

2. Kinds of competence

According to our Standard National Education, it states that pedagogic competence is a basic needs that should be owned by all teachers, because this competence gives grand desain how the teachers should face, or act in some situation, and also in learning process.

Moreover, teachers also expected to arrange good syllabuses in Learning and Teaching activities to maximize students' skills, because syllabuses will give time, chance, space to teachers and students to make an effective Learning and Teaching processes (Brown, 2006: 253).

Teachers are always expected to be figure who are modelled by their students either as an educator, or as a human being who make so many activities in their life to get a better condition. According to Gunawan(2014:185), he states that generally, there are any some basic competences that should be owned by all teachers, those are:

- a. Pedagogical competence.
 - b. Personality competence.
 - c. Sosial competence.
 - d. Professionalism competence
3. Pedagogical competence aspects

According to Gunawan (2014:187), he states that pedagogic competence is a competence that should be owned by all teachers in doing their duty, at least all teachers should master some aspects, those are:

- a. Knowledge of students' basic needs.
- b. Students character comprehension.
- c. Curriculum development.
- d. Learning plan development.
- e. Interactive learning process.
- f. Tools and media management.
- g. Management of technology.
- h. Students' talents development

These rules clearly state that pedagogical competences are very needed in every learning process for all teachers, because these competences contain some aspects which are related to the teacher's comprehension in managing the learning process. In addition, if the teachers master this aspect, they will become a good educator to all students, and create a better learning environment for achieving a higher level of our education.

G. Structure Of The Study

For making a logical and systematic discussion of this research, the researcher arranged this research's structure as follows:

Chapter I contains an introduction, research questions, objectives and significances of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II contains about some theories which support teacher's pedagogical competences and how to develop these competences. First, this

research presents about the definition of pedagogic competences, and what is the meaning of competence it self, and continued with definition other aspects that related with this title.

Chapter III contains about method that used on this research which consists of some chapters namely: Kind of the research, location, subjects and objects of this research, methods of collecting data and techniques of data analysis.

Chapter IV contains about results of this research that reported by the researcher, and it consists of some parts: Fisrt, the researcher explains about general condition Sub- District Banjarmangu, Banjarnegara Regency includes its location, vision and mission which is related with educational programs. Secondly, the researcher tries to analysize about the improvements that have been done in Sub- District Banjarmangu, Banjarnegara Regency, especially in Junior High Schools on this Sub- District.

Chapter V consists of conclusion, advices, and closing words.



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CHAPTER V

CLOSING

A. Conclusion

According to the results of this research that was started from January, 10 2019 till May27, 2019 about improvements of English teachers pedagogical competence in Junior high schools of Sub- District Banjarmangu, Banjarnegara Regency, the researcher concluded that this Sub- District has very good improvements of English teachers.

It can be viewed from the efforts that have been done by some stakeholders, those are Local governments, School principle, and also teachers itself. Moreover, research achievements also indicated very good result by the average students' questionnaire score of this research in improving the pedagogical competences. After doing the research, finally researcher could get the conclusion that English teachers have done very great effort in improving their pedagogical competences as follow :

1. Understanding knowledge/educational foundation, through joining on some programs that have been held by local government that purposed to improve their pedagogical competences. By joining on this agenda, English teacher can arrange appropriate lesson plan and approach that will be applied in learning process.
2. Understanding of the student talents and potentials through holding extra programs that supported by school principle. This one clearly has been done by English teacher to find out their students potentials, especially in English language.
3. Developing appropriate curriculum through sharing and exchanging ideas on seminar, and some programs that have been done by the local government. They have done by focusing on the characteristics of the students, attention to the ability of students whether cognitive, affective, and phsychomotor, then for the learning use a scientific approach.

4. Designing interactive learning process with involving students actively as the result of some developments about local curriculum. This effort purposed to make sure that students will make good interaction in learning process.
5. Implementing interactive learning process, through making students not only objects, but also subjects. Teachers give freedom to the students to express their opinions, to make sure that the students feel being appreciated on learning process.
6. Using of learning technologies by integrating various media in learning process. This way is purposed to make sure that students will get more experiences, and minimize students feel bore while doing some activities.
7. Evaluating the learning process by using some assessments, including some aspects, those are attitude (affective), knowledge (cognitive), and skills (psychomotor).
8. Developing students skills and potentials through giving them motivation, and joining on some English competitions. This one is the further step of un-direct observation, and holding extra program to find out the most potential that can be increased.

From those statements above, we can conclude that English teachers of this Sub- District have very great effort in improving their pedagogical competences. This condition purposed that they have enough capability to face the challenges on teaching and learning process.

Moreover, total average also proves this condition by showing significant result based on the score indication, and systematically counted by the researcher on the real field. This Sub- District totally shows total average score from each school is about 32, 5 that can be spelled with good in the other words. The improvements are successfully created to improve English teachers competences, although faced by so many challenges.

B. Suggestions

During the process of research on the improvements of English language teachers' pedagogic competences on Junior high schools, Sub- district Banjarmasin, Banjarnegara regency researcher gives suggestions as follows:

1. For local government to give more supporting programs to improve their English language teachers pedagogic competences.
2. To all principles are expected to always motivate their English language teachers in doing self improvements, so that their competences will be deeper.
3. For teacher, to keep the pedagogical competence of teachers that have been implemented in order to the quality of learning is better and a more creative use of media and teaching methods.
4. For student, to keep the spirit in the learning and worship harder, please be active to influence developing your teachers competences through giving your advice and opinion.
5. For reader and researcher hope to be useful and enrich their knowledge.



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