AN ANALYSIS OF TEACHERS' PEDAGOGIC COMPETENCE IN TEACHING ENGLISH AT SMP NEGERI 2 LOTU IN 2023/2024

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CHAPTER I
INTRODUCTION

1.1 Background of the Problem

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is one of important components in education, because teacher interacts directly with students. Teacher is the main key to human resources that needs to be consistently supported and standard of education resources Hakim (2022). According to Ashar (2021), teacher performance is a teacher's ability to account for a student who is guided in carrying out a learning task and improving student learning outcomes. Teaching is a professional job and also called a profession which is generally called a teacher. A good teacher is the factor that most determines student achievement in class (Hayes, 2020). Teacher also needs to have the competence to influence them to be able to follow the teaching system in accordance with the teaching methods given. Based on the description above, it is important for teachers to have competence to become competent. Competence is an ability possessed by a person. McAhsan (2019) says competence is the knowledge, skills, and abilities that a person achieves, which are part of their growth to the extent that they can be satisfying and carrying out certain cognitive, affective, and motoric. Competence is the ability to act rationally in order to obtain the given circumstances. Competence, in other words, can be thought of as a skill or aptitude. Competence is a set of mastering qualities that a teacher must possess in order to achieve suitable and effective teacher performance.

Curriculum is an integral part of the educational program. Curriculum refers to the tools and materials with which students interact to achieve certain learning outcomes. As stated in the National Education System Law No. 20/2003, the curriculum is a set of plans and arrangements regarding the purpose, content and learning materials and methods used as guidelines for the implementation of learning to achieve specific educational goals. One of the curriculum that has been implemented in the world of education is the independent curriculum. The independent curriculum was implemented nationwide, with the Ministry of Education and Culture providing for customisation and preparation. The

implementation of the independent curriculum is a good step provided by the government to make teachers more competent. SMP Negeri 2 Lotu being one of the driving schools and has implemented the independent curriculum. Therefore, the reseacher examined more deeply the extent of teachers knowledge about the independet curriculum. This research aimed to find out what pedagogical competence must be mastered by teachers in implementing the independent curriculum based on the indicators of pedagogic competence.

Teacher's competences are classified into four areas, namely pedagogical competence, personal competence, professional competence and social competence (*Kementerian Pendidikan Nasional*, 2007b in Kuntarto et al., 2019). One of them is pedagogic competence. There are six pedagogic competences that need to be mastered by a teacher. There are understanding the subject in English lesson, the ability in understanding the students, the ability in setting and implementing lesson plan and learning strategy, the ability in creating educational and dialogical learning which is interactive, utilizing the learning technology, and evaluating the learning outcomes (Retnawati, 2018; Shulman, 2018). Teacher's pedagogic competence appears to be significantly related to students' attitudes towards learning in schools. Teachers are very influential figures in the teaching and learning process.

English is one of lessons taught in schools. Learning English subject can prepare students and equip them to be able to communicate in English (Yamin, 2020). The ability to communicate in English is very important in today's global area and even becomes an important influence when students have this ability in everyday life so; these students have competence especially in English. Teaching English is a job that is done by an English teacher to share knowledge and those who are willing to accept and practice English. However, there are still teachers who have not mastered teachers' pedagogical competence when teaching in class. Pedagogic competence is the ability of teachers to carry out his obligation in responsibly and properly. The good competence teachers have the good ability in teaching and educating will teachers have too (Kurniawan, 2022). Pedagogic competence refers to performance, knowledge, and skill in teaching and learning.

In reality, based on researcher's interview to students of SMP Negeri 2 Lotu on September 2023, the researcher obtained some information that their English teachers in the classroom do not use technological tools while explaining the material to the students. The students are taught English material based on lesson plan organized in advance. Assignments are given to the students after explanation is done. Of the information, the researcher finds that the English teachers have been seriously teaching English to the students but it does not give a whole description of pedagogic competence owned by the English teachers. However, the gap phenomenon states that not all pedagogic competence have been possessed by teachers' because the indicators are not mastered. Thus providing opportunities for researcher to find out the pedaogic competence of teachers' based on these indicators of pedagogic competence.

To achieve six pedagogic competence, a teacher should master some indicators based on the Regulation of the Minister of National Education Number 16 of 2007, namely;

1) Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect; including, (a) understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds, (b) identifying students potential, (c) identifying the initial teaching material of learners in the subject, (d) identifying students' learning difficulties in the subjects taught.

2) Mastering learning theory and learning principles; including, (a) understanding various learning theories and educational learning principles related to the subject taught, (b) applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.

3) Developing the curriculum related to the subjects taught; including, (a) understanding the principles of curriculum development, (b) determining the learning objectives of the subject, (c) determining the learning experience to achieve objectives, (d) selecting learning materials that learning objectives, (e) organizing learning materials in correctly in

accordance with approach and learner characteristics, (f) developing indicators and instruments assessment.

4) Utilizing information and communication technology for learning purposes; including, utilizing information and communication technology in the learning process.

5) Facilitating the development students' potential to actualize their various potential; including, (a) providing various activities learning to encourage learners to achieve optimally, (b) providing various learning activities to actualize learners' potential, including their creativity.

6) Organizing assessments and evaluation of learning processes and outcomes; including, (a) understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught, (b) determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught, (c) determining procedures for assessing and evaluating the learning process and outcomes, (d) developing instruments for assessment and evaluating of learning processes and outcomes, (e) administering assessment of learning processes and outcomes on am ongoing basis using various instruments, (f) analyzing the results of assessing the learning process and outcomes for various purpose, (g) evaluating the learning process and outcomes.

In connection with the explanation above, the researcher conducted research by using qualitative analysis research method. According to Sugiyono in Kurniawan et al (2023:4) stated that qualitative research is concerned with the text or subject or object of the research in a natural setting which produces descriptive data. Analysis data are to analyze the teachers' pedagogic competences used by the teachers' in teaching English and to find out the factors that influence the teachers' pedagogic competence in teaching English. The researcher obtained the data from observation, interview, and documentation of English teachers in SMP Negeri 2 Lotu. The researcher investigated the teachers' pedagogic competence when teaching English in the classroom by using qualitative research method

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entitled, **"An analysis of teachers' pedagogic competence in teaching English at SMP Negeri 2 Lotu in 2023/2024".**

1.2 Focus of the Research

From the background of the problem above, there are some focuses of the research are :

1.2.1 To analyze the teachers' pedagogic competences used by the teachers' in teaching English.

1.2.2 Find out the factors that influence the teachers' pedagogic competence in teaching English.

1.3 Formulation of the Problem

Based on the focuses of the research above, the research questions are formulated in the following questions:

1.3.1 What are the teachers' pedagogic competences used by the teachers' in teaching English at SMP Negeri 2 Lotu?

1.3.2 What are the factors that influence the teachers' pedagogic competence in teaching English at SMP Negeri 2 Lotu?

1.4 Objective of the Research

The objectives of the research were to analyze the teachers' pedagogic competences used by the teacher in teaching English, and to find out the factors that influence the teachers' pedagogic competence in teaching English at SMP Negeri 2 Lotu.

1.5 Significance of the Research

Through this research the researcher expects:

1.5.1 Theoretically

The research result is a useful source for the next researchers who investigate the research related to the teachers' pedagogic competence.

1.5.2 Practically

a) The research result can help teachers at SMP Negeri 2 Lotu in 2023/2024 to improve their pedagogic competence.

b) The research result can help the students to achieve learning outcomes optimally if their teacher improves their pedagogic competence.

c) The research process gives an invaluable experience for the researcher to a better English teacher candidate.

d) The research result is beneficial for University of Nias to upgrade its rank through scientific publication in the future.

CHAPTER II
LITERATURE REVIEW

2.1 Teacher and Pedagogic Competence
2.1.1 Definition of Teachers' Competence

Teacher is very important in educational activities because the teacher is one of the actors who has an important position to determine the key to success of the learning. The teacher has a great responsibility in learning. According to Government Regulation Number 74 0f 2008 concerning teachers the designation of teachers' includes; (a) teachers themselves, whether classroom teachers, subject or guidance and counseling teachers or career guidance teachers, (b) teachers with additional duties as principal, (c) teacher is supervisory position.

Suwarno (2017b) in Chasani (2022) states that the teacher is an important element of education that is very influential in the educational process. In addition, Al-Ghazali in Chasani (2022) states a teacher who not only understands the differences in students' abilities and intellects, but also understands the talents, character and souls of students according to their age differences. Teacher is someone who imparts knowledge to students. In other words, teacher is an educator who teaches, convey knowledge and guides students with the aim of gaining success in life in various aspects. A teacher is a person who accompanies students in the classroom, stands in front of the class, teacher subject matter, and teaches students specific knowledge and skills.

Uno (2022) says that teacher has big responsibility for educating, teaching, and guidance students. A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is someone who is responsible for giving guidance to personality development and ability of students to teaching a science, educate, direct spiritual and physical (Auliawati, 2022; Gonzales, 2022).

It is concluded the teacher is an important component in education to teach, educate, guide, train, assess, and evaluate students to achieve teaching and learning goals.

Competence is the ability to act rationally in order to obtain the give circumstances. Competence, in other words, can be thought of as a skill or aptitude. Musfah (2011) in Nurliyanti (2022) says competence is a collection of knowledge, behavior, and skill that teacher must have in order to achieve the learning and education goals. Competence is an ability to do something, especially in education, teacher must be skilled and competent in their field to achieve the main learning objective.

In general teacher competence is defined as skills and abilities. In the context of human resources, management, teachers, competency refers to a person's characteristics that make him successful at work. Sedarmayanti (2022) states teacher competence is fundamental characteristic possessed by someone who has direct influence on, or can predict, excellent performance. Teacher competence consists of knowledge, skills and abilities by a teacher to carry out his work, and can be realized in real situations that can be useful for themselves, learners and environment. Teacher competence has an important role in maximizing student potential and improving the quality of education.

Based on the description above, it is concluded that teacher competence is a set of mastery of the abilities that must exist in order to realise their performance appropriately and effectively. In this case, the teacher must not only explain the subject matter, but must also master the lesson and able to interact with students during the learning process. Thus, teachers can provide knowledge to students and enable them to participate well in teaching and learning activities.

2.1.2 Definition of Pedagogic Competence

According to Government Regulation No. 74 (2008:6) in Tanjung (2022), Pedagogical competence is defines as the ability of teachers to oversee students learning activities. Pedagogic competence is important to success the teaching learning process. Pedagogic competence is the ability of teacher to manage student learning starting from planning, implementing can evaluating learning process and outcomes which consist of teachers' understanding of educational foundation, students characteristics, curriculum development, lesson plan, implementation of education learning, implementation of dialogic learning,

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utilization of ICT, evaluation of learning outcomes, development of students potential. The concept of pedagogic competence also to be used with the meaning of the minimum professional standard, often specified by law, which should raise a person in fulfilling a particular role of teaching profession.

In short Yasin in Agustiade states (2022), pedagogic competence is the ability of an educator in managing the learning of students includes the ability to understand the learners, the ability to create learning design, the ability to implement the learning, the ability to evaluate learning outcomes, the ability to develop learners to actualize its potential. In connection with Astuty (2015) in Siswanto (2020) says pedagogical abilities include sub-competence (1) accepting the individuality of students from physical, social, moral, cultural, emotional, and intellectual aspects (2) understand the background of the students and students needs (3) understanding the various complications of learning (4) accelerate the development of student potential (5) understand the theory and principle (6) developing a curriculum (7) designing educational learning (8) carry out educational learning (9) evaluating the learning.

Meanwhile, Asriyanti in Clara (2020) defines Pedagogic competence is mastering cultural, emotional, and intellectual aspects. Pedagogic competence is mastering the theory of learning principles, developing curriculum, organizing the learning, using technology, information and communication In the learning process, communicating effectively and politely to the learners, conducting assessment and process evaluation and learning result, using the Result of assessment and evaluation for the sake of learners and utilizing the results of Assessment and evaluation for the sake of Learning and taking the reflective action to improve the quality of learning.

Hakim (2020) states pedagogic competence is the ability of teacher to manage student learning starting from planning, implementing can evaluate learning process and outcomes which includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. Pedagogic competence is the main competency that must be possessed by teachers so that learning activities become more effective and dynamic.

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Based on some of definitions above, it is concluded that pedagogic competence is the main competence that must be possessed by teachers so that learning activities become more effective. Pedagogic competence is the teacher to manage students, development a curriculum, design and implement learning, evaluating learning outcomes, and develop students to actualize their various potentials so that students can be motivated to learn.

2.1.3 Indicators of Teachers' Pedagogic Competence

The Law of the Republic of Indonesia No. 20 year 2013 on National Education system define the pedagogical competence includes mastering some indicators as follows: (a) the characateristics off learners, (b) learning theories and principles of learning, (c) curriculum development, (d) learning activities, (e) learners' potential development, (f) communication with learners, (g) assessment and evaluation. In addition, Susanto, et al (2019) indicators of pedagogic competence understanding students' characteristics, mastering theories, and learning principles, curriculum development, learning activities, developing students' potential, communication skills with students, and assesment and evaluation skills.

The components of pedagogic compentence are as follows;

a. Understanding learners

Learners are everyone who receives inluence from someone or a group of people who carry out educational activities education. The purpose of teachers getting to know their students is so that teachers can help their growth and development effectively, determine the material to be given, use appropriate teaching procedures, diagnose learning difficulties experienced by students, and other teacher activities related to individual students, teachers need to pay special attention to the individual differences of students. There are at least four things that teachers must understand from their students, namely the level of intelegence, the learners, namely the level of inteligence, creativity, physical disabilities, and cognitive development.

b. Learner development

Learner development is part of pedagogicc compentence that teachers must have in order to actualize the various potential possessed by learners. Learner development can be carried out by teachers through various among others through extracurricular activities, enrichment and reedial enrichment, and remedial as well as guidance anc counselling.

c. Curriculum development

Teachers occupy a central position, becouse their role is very he must be able to translate and describe the values contained in curriculum, then transform these values to students through the teaching process at school. The curriculum must always change to keep up with the times, especially now that science and information technology have developed and learning will be boring without change, by technology it will be easier to convey material so that the teacher's pedagogic can also be found when teaching.

d. Utilization of learning technology

Teachers are required to have competence in utilizing learning technology, especially the internet (e-learning), so that he/she is able utilize various knowledge, technology and information in carrying out his main task of pursuing and learner's competence. The use of technology in education and learning is intended to facilitate or streamline learning activities.

e. Organising educational and dialogical learning

In goverment regulation on teachers, it is explained that teachers must have competence to implement and dialogue. This means that the implementation of learning must depart from the dialogical process between fellow learning subjects so as to create critical and communicative thingking. Without communication there can be no true education. In general, learning implementation includes three things; pre test, process, and post test.

f. Evaluation of learning outcomes

Evaluation of learning outcomes is carried out to determine changes in change in behaviour and the formation of learner competencies, which can be done by class assessment, basic ability test, final assessment of education unit and certification, benchmarking, and programme assessment. To be able to determine the achievement of educational and teaching objectives, it is necessary to mane an effort or act of assessment or evaluation. Evaluation is basically giving consideratin or price or value based on certain criteria.

The function of assessment in the teaching and learning process is dual, namely for teachers, assessment of leaning outcomes can carried out in two stages. First, the short-term stage, namely assessment acrried out by the teacher at the end of the teaching and earning process. This assessment is called formative assessment. Second, the long-term stage, which is an assessment carried out after the teaching and learning process has taken place several times or after a certain period, for exmaple, a formative assessment. Teaching and learning process takes place several times or after a certain period, for example a certain period, for example, midterm assessment or final assessment at the end of the semester. At the end this essessment is called summarive assessment.

Based on the Regulation of the Minister of National Education Number 16 of 2007.

Table 2.1 Indicators of Pedagogic Competence

No	Pedagogic competence	Indicators
1	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.
		Identifying students potential.
		Identifying the initial teaching material of learners in the subject.
		Identifying students' learning difficulties in the subjects taught.
2	Mastering learning theory and learning principles.	Understanding various learning Theories and educational learning principles related to the

		subject taught.
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.
3	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,
		Determining the learning objectives of the subject,
		Determining the learning experience to achieve objectives,
		Selecting learning materials that learning objectives,
		Organizing learning materials in correctly in accordance with approach and learner characteristics,
		Developing indicators and instruments assessment.
4	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.
5	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally
		Providing various learning activities to actualize learners' potential, including their creativity.
6	Organizing assessments and evaluation of learning processes and outcomes.	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught.
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.
		Determining procedures for assessing and evaluating the learning process and outcomes.
		Developing instruments for assessment and evaluating of learning processes and outcomes.
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.
		Analyzing the results of assessing the learning process and outcomes for various purpose.
		Evaluating the learning process and outcomes.

Based on the description above, it is concluded that indicators of pedagogic competence are important to achieve the goals of education. To achieve this, the teacher should have some indicators pedagogical competence, including; teachers understanding the characteristics of students, teachers understanding learning theory and the principles of educational learning, curriculum development, educational learning activities, developing potential students, communication with students, and assessment and evaluation.

Based on some indicators above, the researcher can find answers to questions based on phenomena that occur in the field by using an observation sheet containing indicators of pedagogic competence. This aims to find out what are the teachers' pedagogic competences used by the teachers in teaching English.

2.2 Teaching English

According to Gage in Rajagopalan, (2019) Teaching is form interpersonal influence aimed at changing the behavior potential another person. teaching is intimate contact between an more mature personality and less mature one which is designed to further the education of the latter Morison, (2019) states teaching is the process of considering people's need, experiences, and feelings and intervening so that they learn certain things and go beyond what is given.

English is one of the international languages used as a means of communication in international relations and is widely used in alll fields of knowledge. Furthermore, English is not often learnerd as a tool for understanding and communicationg American or British cultural values (Brown, 2022). Instead, English has become a tool for international communication in areas such as transportation, trade, bangking, tourism, technology, diplomacy, and scientific research.

2.2.1 Characteristics of Teaching

According to Rajagopalan (2019), The characteristics of teaching are as follows :

1. Teaching is an effective interaction between teacher and students.
2. Teaching is both arts as well as science.
3. Teaching is dominated by the skill of communication.
4. Teaching is a tripolar process; the three poles are, educational objectives, learning experiences and change in behavior.
5. Teaching should be well planned, and the teacher should decide the objectives, methods of teaching and evaluation techniques.
6. Teaching is suggesting and not dictating.

7. Good teaching is democratic, and teacher respects the students, encourages them to ask questions, answer questions and discuss things.

8. Teaching provides guidance, direction and encouragement to the students.

9. Teaching is a cooperative activity and teacher should involve students in different classroom activities, such as organization, management, discussion, recitation and evaluation of results.

10. Teaching is kind and sympathetic, and a good teacher develops emotional stability among children.

11. Teaching is remedial, and the teacher must solve the learning problems of students.

12. Teaching helps children to make adjustments in life.

13. Teaching is a professional activity that helps to bring about harmonious development of children. Teaching stimulates students' power of thinking and directs them towards self- learning.

14. Teaching can be observed, analyzed and evaluated.

15. Teaching is a specialized task and may be taken as a set of component skills for the realization of a specified set of instructional objectives.

2.2.2 Stages of Teaching English

There four stages of teaching English namely;

1. Break up lessons and categorize vocabulary

    In this stage the teacher has an active role in teaching. Teach your students English with vocabulary categories. Categorizing vocabulary make learning new words easier to remember. Vocabulary is the main part of teaching English. The more vocabulary you have, the more fluent you will be in English.

2. Always check for understanding

    In this stage, the teacher is more intelligent in understanding the characteristics of students. Teachers must know whether students understand what has been learnt, sometimes students are curently

reluctant to ask questions about the material learn. So, the role of the teacher must be able to read the student's body language whether they understand or not while teaching.

3. Give them lots of time to practice

    In this stage, the teacher needs to povide many example, check for understanding, and the give students time to practise what they have learnt. For example, when teaching dialogue, the teacher asks students to practice individually or with other students. Make sure to let them know that it is okay if they make mistake during the practice time so that they don't feel pressurised to be perfect on the first try.

4. Don't be boring

    In this stage the teacher is more active using many games to encourage your students to practice the language that has be learnt. So that teaching and learning activity do not feel boring and studets are more eager to learn.

2.2.3 Language Teaching

    Richards in Numaisa, et al (2022) says that languange teaching is a complex issue involving sociocultural linguistics, psycholinguistics, as well as curricular and pedagogical aspects. According Bambang (2020) the teaching of language through abundant listening, then through the reading of simple and familiar material, followed later by speaking and writing. According Rodgers in Bambang (2020) three different views of the nature of language will lead people to have different assumptions about what language is and finally will produce different methods in language teaching. For example, teaching methods that have been developed based on the structural view suggest language teachers to select their teaching materials based on grammatical considerations. They will select the elements of grammar and then put them in gradation for the whole plan of their teaching. The evaluation of the teaching and learning process will also be based on grammatical point of view. In consequence, the items of the test in the evaluation will be grammatically oriented. This is also the case with other

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methods that have been developed based on the other two views of the nature of language.

2.2.4 Teaching English as Foreign/Second Language

According Setiyadi in Bambang (2020) teaching English as a second/foreign language, there may be three types of attitude: 1) attitudes to English, 2) attitudes to English as a subject to be learned, and 3) attitudes to native speakers of English Each of them can be separated and measured differently. Attitude in learning a target language may affect motivation in learning the language; motivation can mediate any relation between language attitudes and language achievement. Learning English as a second language is often regarded as an unconscious process of acquiring the language (acquisition) while learning English as a foreign language refers to a conscious process of Teaching English as Foreign Language acquiring the language (learning). The problems and the progress in learning the language may depend on the factors that language learners have. The three factors: linguistic, social and psychological factors may be the ones that play important roles in determining the success in learning English, either as a second language or foreign language.

Based on the description above, teaching English is a global programme for English language teachers and tutors, using unique British and local expertise, knowledge and experience. Teaching English also non-technical term for teachers of English who work with children, adults, whether as a first, second, foreign or additional language.

2.3 The Relationship between Teachers' Pedagogic Competence and Teaching English

Pedagogic competence is the ability of teachers to carry out his obligation in responsibly and properly. The good competence teachers have the good ability in teaching and educating will teachers have too (Kurniawan, 2022). Pedagogic competence refers to performance, knowledge, and skill in teaching and learning.

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According to Indonesian law number 14 of 2005 related to teachers and lecturers, it is explained that pedagogical competence is the ability of teacher to manage learning process that relates to students, including understanding insights or educational foundations, understanding students, developing curriculum or syllabus, understanding learning theory and learning principles, implementing learning which is educational and dialogical, using learning technology, evaluating learning outcomes, and developing students to actualize their various potentials they have.

Teachers' professional paradigm should focus on a model of pedagogical competency development. Hakim (2020) says that pedagogical competence related to students acceptance rate, learning plans, and use of learning, decisions learning evaluation, and student development has provided support that needs attention in the form of professional pedagogic teaching.

It is concluded a significant correlation between the teachers' pedagogical competence and the teachers' performance is reasonable, because the pedagogical competence is the ability to manage the learning process included an understanding of the students, learning designing, implementation, and evaluation.

2.4 The Factors that Influence Pedagogic Competence

Teacher performance is bassically the performance or work achieved by the teacher in a certain period. Teacher performance is influences by several componets, namely individual mechanisms, individual characteristics, group mechanisms, and organisation mechanisms (Setiawan, et al, 2020; Lufah, 2019). Pedagogic competence are more influenced by human skills can determine his skills. A leader's human skills can determine his control over his subordinates. In this case, human skills influence leadership in motivating teacher. Hoy and Miskel (2001) in Romy, et al (2021) emphasise that human skills focus on the ability to motivate teachers to work. Human skills focus on the ability to understand the feelings and attitudes of others and create cooperative working relationships, create cooperative working relationship. For these skills to be effective, they must of must of course be pracrised, unconsciously and consistently in leader's behavior.

The factors that influence pedagogic competence as follows.

2.4.1 Teacher Education Background

Teacher education is one of the teachers who have a teacher education background and knowledge of classroom management, teaching and learning processes. Meanwhile, teachers eho have not attended teacher training can improve their teaching quality.

2.4.2 Teaching Experience

Teacher teaching experience has a great influence on the teacher's ability carry out tasks and improve teacher abilities. For teacher who have only a few years of teaching experience or have not had experience will be different from teachers who have many years of teaching experience. The longer he teaches and the more teaching experience he has, the better he will be in communiating learning objectives to students, depending on the results of the teaching experience.

2.4.3 Teacher Health

A healthy physical condition is expected to result in a better teaching and learning process. Healthy teachers can carry out their duties with a healthy mind and soul, and teachers are able to maintain a balance between physical and mental needs.

2.4.4 Teacher Income

Improvements in economic welfare will foster teachers' morale, on the other hand, when their income or salary insufficient, teachers will try to find other income additional income. If teacher do other work then the teacher's duties and obligations will not be maximised.

2.4.5 Educational Facilities

Facilities in education are very important. The availability of adequate facilities will facilitate achievement of learning objective, otherwise the limitations of educations of education will hinder the goals in the teching learning process.

2.4.6 Discipline at Work

Discipline in the school enviroment does not only apply to students but needs to be applied to principals and staff as well. This is where the fuction of the principal as a leader, mentor, and supervior is expected to be a motivator in order to create discipline in the school enviroment.

2.4.7 Principal Supervision

Principal supervision is aimed at fostering and improving the quality of learning carried out by teacher. This supervision should be flexible by giving teachers the opportunity to express problems the are facing, as well as giving teachers the opportunity to express ideas for the improvement and enhancement of educational outcomes.

2.5 The Latest Related Research

In conducting this research, the rsearcher found some previous studies that are related to this research, the detail explanations are below:

The first previous research was conducted by Ma'arifatulah, et al (2019), who looked around Teachers' Educational Competence in Instructing English at SMAN 1 Sanggar in Bima. She analyst to know the teachers' academic competence by centers on the teachers' academic competence in instructing English at SMAN 1 Sanggar in Bima. The most issue of this investigate is the educational competencies of instructors in educating English in SMAN 1 Sanggar, Bima. The reason of this think about is to discover out the academic competence of instructors in instructing English in SMAN 1 Sanggar. The approach utilized in this think about was a graphic consider. Inquire about Center SMAN 1 Sanggari Bima. This sort of inquire about was subjective inquire about where process data

was collected through perception and study. Within the investigation, the creator employments the clear subjective examination strategy, i.e. composed information, perceptions specifically to the put of the put, so in this case the objective of the analyst is to conduct inquire about that completely portrays the genuine circumstance. The subjects of this consider were three English dialect instructors in SMAN 1 Sanggar, Bima. From the comes about of the investigate, the creator can conclude that the educational competence of the educator and the educating of the English dialect are very well satisfied for the understudies. For instructors who get it the characteristics of the understudies of the educator, it is actualized with learning techniques, educating strategies and educating materials that meet desires of understudies. Angles of teachers' understanding of learning hypothesis and learning standards that cultivate compelling and flexible learning, viewpoints of educational modules advancement that are organized to plan learning exercises that meet students' needs.

The second previous research was conducted byby Nurliyanti, et al (2022), which the title is teachers' Educational Competence in Instructing English at Junior Tall School. This consider centers on the educational competence of English dialect instructors. The reason of this work is to discover out the academic competence of English dialect instructors in instructing English at SMP Negeri 13 Palu. Survey, meet and perception were utilized as information collection methods. With the assistance of perception, the students' understanding of the teacher's educational competence in instructing English was clarified. The academic competence of instructors in instructing English was considered with the assistance of an interview. The perception moreover permitted us to see the method of instructing English within the classroom. The result of the study appeared that the recognition of understudies of English dialect instructors in educating English was exceptionally great educational competence in overseeing understudy characteristics, capacity to create curriculum/curriculum, create understudy potential and assess learning results. The comes about of the interviews with four English dialect instructors appeared that their learning had challenges in utilizing innovation and creating students' potential. The comes about of the perceptions appear that the educational competence of the four

English dialect instructors in instructing English is great. In common, the academic competence of the English educator at SMP Negeri 13 Palu is by and large at a great level.

Furthemore, the last previous research was conducted Tanjung, (2022) enttiled "An Examination of Educator Academic Competence in Instructing English for Senior Tall School Learners". In this think about, the analysts centered on academic competence, since academic competence is basically one of the foremost imperative competences that a instructor must have in instructing and learning exercises. The reason of this think about was to discover out the educational competence of the educator of SMA N2 SEI KANAN. Inquire about strategy as a clear subjective inquire about strategy. This investigate included perception, meet and documentation. Three rebellious were utilized in this think about to be specific perception shape, meet shape and documentation. This think about utilized Milles and Huberman's information examination procedure which incorporates three steps to be specific information decrease, information show and conclusion and unwavering quality test was utilized to test the legitimacy of the information. Inquire about comes about demonstrated that pedagogical competence was within the "decently great" category, counting the capacity to oversee understudy characteristics, educational programs advancement, and communication aptitudes. Be that as it may, the moo academic competencies included the competency of understanding learning hypothesis and the rule of educating learning, the competency of improving learning exercises, the competency of creating understudy potential, and the competency of evaluation and assessment. From this it may well be concluded that the educational competence of instructors of SMA N2 SEI KANAN was still moo.

Based on some previous researchers, the researcher was more confident to conduct similiar research using qualitative analysis research design. However, existing related studies provide information related to this research.

CHAPTER III
RESEARCH METHOD

3.1. Approach and Type of the Research

To conduct this research, the researcher used qualitative research approach. According to Zega et. al. (2023), qualitative research is a type of research that examines natural conditions and tries to understand and interpret them. In connection with Bhandari (2020) that qualitative research involves collecting and analysing non-numerical data (text, video, or audio to understand concepts, opinions, or experiences. Qualitative research is research that analyses and investigates a phenomenon through reliable data collection (Telaumbanua et al, 2022).

Therefore, to find and to analyze the teachers' pedagogic competence in teaching English, the researcher was used inductive approach with the aim of finding the meaning that originates the facts with an approach to make observation, Nunan (1999) in Samanta (2021) says inductive approach as a process where learners discover the grammar rules themselves by examining the example. In addition Nitin (2019) states that the inductive approach does not involve formulation of hypothesis.

This qualitative research aims to analyse information about problems or phenomena that occur as clearly as possible and is a fact of truth. Qualitative research must be objective, so the results or data provided must also be consistent with reality and also logical.

3.2. Variables of the Research

Variable is one of the most important things a researcher must consider. Variable usually be determined based on their phenomenon, action, nature and effects on the variables. It is supported by Marudhar (2019), saying variables are more complex, where environmental characteristics can also be variables, for example the amount of school funding or the availability of computers. This means that variables are used as attributes that make the environment interesting.

In general, in research there are two general variables, namely: the independent variable and the dependent variable. The independent variable which is manipulated by the researcher, while the dependent variable is the variable which is influenced by manipulating the independent variable.

Therefore, the variables in this research consisted of two. The dependent variable of this research is teachers' pedagogic competence. The independet variable is teaching English.

3.3. Setting and Schedule of the Research

a. The setting of the research

The location of the research is SMP Negeri 2 Lotu that is located in Hilinduria, Maziaya Village, Lotu district, North Nias Regency, North Sumatera. It is focused to the English teacher. There are 20 teachers in this school, among them are two English teachers.

b. The schedule of the research

This research was conducted from January until February 2024

3.4. Source of Data

According Ajayi (2019) Gathering data can be accomplished through a primary source/researcher is the first person obtain the data and a secondary source the researcher obtains the data that has already been collected by other sources, such as data disseminated in a scientific journal. In addition, Douglas (2019) states that primary data is one which is collected for the first time by the researcher while secondary data is the data already collected or produced by others. Secondary data is data collected by someone else earlier Ajayi (2019).

The data source in this research is English teachers who provides information and information related to the pedagogical competence teachers. Apart from that, documents, photos or data related to the problem being studied Documentation obtained during the learning process.

Table 3.1 Source of Data Teachers

NO	Source of Data	Technique	Instrument
1	Primary source data : Teachers	• Observation • Interview • Documentation	• Observation Sheet • Teachers interview guidelines • Documentation form
2	Secondary source data : Headmaster	• Interview • Documentation	• Headmaster interview guidelines • Documentation form

3.5. Instrument of the Research

According to Sugiono in Islamuddin et. al (2023), research instrument is a tool used to measure the observed natural and social phenomena. Meanwhile, Sanjaya in Hermayawati (2018) states that an instrument is a tool for measuring things that is used to gather data for research. Through instruments, the purpose of this research can be achieved because research instruments provide accurate empirical data. Therefore, instruments commonly used to conduct research include observation checklists, interview sheets, and documentation.

Based on the research focuses, the researcher was three type of instruments, namely observation sheets, interview sheets, and documentation. By using the observation sheets, the reseacher can find out what indicators of pedagogic competence of English teacher while teaching in the classroom. The second instrument is the interview sheets. Through the interview sheet, the researcher get information about the factors that influence the teachers' pedagogic competence in teaching English. The last is, documentation. To support the data, the researcher also did not forget to take documentation including relevant books, regulation, photos, videos, as data relevant to research.

3.6 Data Collecting Technique

To achieve the research objective, the researcher was collected the data through three techniques, namely, obsevation, interview, and documentation.

3.6.1 Observation

Riduwan in Hartati (2019), states observation is making direct observations of the research object to see closely the activities carried out. According to Hyginus (2023), there are types observational research namely; controlled observation, naturalistic observation, and participant observation.

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Controlled observation are typically structured observation. Many of the variables, including participants, observation site, study time, study-related circumstances, and more, are under the researcher control and are related to a specific research question. Naturalistic observation is one of the types of observation, when conductiong thind kind the researcher look at participants' actions in their natural enviroment. Participant observation is the final category of observation technique. In addition, observation carried out to determine the pedagogical competence and documentation of English teacher learning. The aim is for more accurate data in the research process.

Observation is monitoring with systematic phenomenon which is investigated. Tracy (2019) states that observations are registered through the researcher mind and body. In such circumstances, self-reflexivity about ones goals, interests, proclivities, and biases is especially important. It means the researcher came to the location of the research, then the researcher observed the teachers' pedagogical competence in teaching English in SMP Negeri 2 Lotu.

From this observation, the research will use the observation checklist. Observation checklist is a list of things that an observer is going to look at when observing a class. The reseacher was used observation checklist to analyze the teachers' pedagogical competence in teaching English. It means that observation is systematic data collection approach which the researcher used all of the sense to describe the people in natural setting. In the following table is seen observation checklist.

Table 3.2 Observation Sheet Checklist

No	Pedagogic Competence	Indicators	Appear	
			Yes	No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.		
		Identifying students potential.		
		Identifying the initial teaching material of learners in the subject.		

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		Identifying students' learning difficulties in the subjects taught.		
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.		
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.		
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,		
		Determining the learning experience to achieve objectives,		
		Selecting learning materials that learning objectives,		
		Organizing learning materials in correctly in accordance with approach and learner characteristics,		
		Developing indicators and instruments assessment.		
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally		
		Providing various learning activities to actualize learners' potential, including their creativity.		
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught		
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.		
		Determining procedures for assessing and evaluating the learning process and outcomes.		
		Developing instruments for		

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		assessment and evaluating of learning processes and outcomes.		
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.		
		Analyzing the results of assessing the learning process and outcomes for various purpose.		
		Evaluating the learning process and outcomes.		

3.6.2 Interview

Interviews are particular useful for getting the story behind a participant experience. The interviewer can pursue-in depth information around the topic. The researcher conduct the interview to the teachers. Interviewing in qualitative research is increasingly being seen as a moral inquiry (Kvale, 2007) in Creswell (2014:137).

Creswell (2014:239) states that in qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. Hyginus (2023) says there are some types of interview, such as structured interview, unstructured interview, and semi-structured interview. Structured interview include closed-ended question, to which respondents can only respond yes or no. Unstructured interview is informal interview. in an unstructured interview the interviewer doesn't pose the same questions to every interview. Semi-structured interview is which combines elements of both structured and unctructured interview. Iterviewers frequently have the flexibility to make changes, even though they might stick to a general planand set of questions. In this study, the researcher will use unstructured interview. The interviewer has the option to ask follow-up questions and let interviewers elaborate on their responses in unstructured interview. An unstructured interview therefore resembles a real conversation more. In the following table is seen interview sheets.

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Table 3.3 Example of teachers' interview sheet

1.	How long have you been teaching English?
2.	How many classes do you teach English?
3.	How can you understand characteristics of students?
4.	How do you see students' potency?
5.	What difficulties do students experience during online learning?
6.	Do you master the learning theories?
7.	How do you apply the approaches, strategies, methods and learning techniques that will be used?
8.	Do you arrange learning materials according to the age of the students?
9.	Have you developed and prepared a lesson plan that will be used?
10.	Do you carry out learning according the steps in the lesson plan?
11.	How do you deal with students who have difficulty in understanding material?
12.	In carrying out learning, do you use appropriate learning media to achieve learning objective? For example?
13.	Do you use information and communication technology for learning purpose? What is it like?
14.	How do you know your students' learning strengths and weaknesses?
15.	How do you overcome students' learning deficiencies?
16.	Are the students who receive special attention to develop their potency?
17.	When assessing students, what techniques and types have you used?
18.	How do you communicate assessment result to students and show learning material that students have not yet mastered?
19.	How do you carry out remedial and enrichment programs that are appropriate to learning?
20.	How do you use the result of the next learning lesson?
21.	Do you hold a reflection on your learning at the end of the lesson?
22.	Do you use the results of this reflection to improve the quality of subsequent learning?

3.6.3 Documentation

According Sugiyono in Nelya (2021), documentation is a list of past events. Documentation can be in the form of pictures, writings, or someone's work. Supporting documents in the form of lesson plan and so on. Then, according Islamuddin et. al (2023) Documentation in qualitative research can be understood as one of the data collection methods that are by looking at, review, and analyzing documents and things that have a relationship with them, made by the subject himself or by other people made by the subject himself or by others about the subject.

According to Ary (2020) documentation is refers to a widw range of writen, physical, and visual materials, including what other authors may term artifacts. Documentation that is the researcher gets from process of observation, interview, and file from institution. In addition, Arikunto in Hartati (2019), documentation is to search for data regarding things/variables in the form of notes,

transcripts, books, newspapers, magazines, inscriptions, minutes/meetings, notes, agendas, and so on. Documentation in this research is used to obtain secondary data regarding all sources of information regarding the subject. Documentation including relevant books, regulation, photos, videos, as data relevant to research.

3.7 Data Analysis Technique

According Miles in Islamuddin et.al (2023) divides into three streams of activity that occur simultaneously. In this model research, the data analysis process uses Miles analysis. In this model research, procedures are carried out to provide an overview of the results of the research data, namely:

3.7.1 Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appears in the full corpus of written field notes, interview trascripts, and other empirical material. Data condensation takes place continuosly during data collection. It can provide an overview and make it easier for the researcher to collect further data regarding the pedagogical competence the research problem formulation.

3.7.2 Data Display

Data display is the stage of how researcher displays data results obtained in research. Display is an assembly of organized information that is organized to allow drawing conclusions and taking action. By data displays helps us understand what is going on and do something-whether analyzing futher or taking action-based on that understanding. After all the information has been summarized well, the next step is to present the data and all information regarding the pedagogical competence of English teachers to get the essence of the research carried out. Good data display is the main road to strong qualitative analysis. In the following the sheet of category guideline.

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Table 3.4 Sheet of Category Guideline

No	Pedagogic Competence	Indicators	Factors that Influence Pedagogic Competence
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	
		Identifying students potential.	
		Identifying the initial teaching material of learners in the subject.	
		Identifying students' learning difficulties in the subjects taught.	
2.	Mastering learning theory and learning principles	Understanding various learning theories and educational learning principles related to the subject taught.	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	
		Determining the learning experience to achieve objectives,	
		Selecting learning materials that learning objectives,	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	
		Developing indicators and instruments assessment.	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.	
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	
		Providing various learning activities to actualize learners' potential, including their creativity.	
6.	Organizing assessement and evaluating of learning processes and outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subject taught.	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics	

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		or the subject taught.	
		Determining procedures for assessing and evaluating the learning process and outcomes.	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	
		Evaluating the learning process and outcomes.	

3.7.3 Drawing and Verifying Conclusion

Drawing and verifying conclusion is the final step of the data that has been analyzed. After that the reseacher concluded from the results of the analysis. Initial conclusions are still temporary, and change if no supporting evidence is found at the collection stage next data. But if conclusions are found at stage initial, supported by valid and consistent evidence at the time researcher returned to the field to collect data, therefore the conclusion is a valid conclusion.

CHAPTER 1V
RESULT AND DISCUSSION

4.1 Research Result

The research location is conducted at SMP Negeri 2 Lotu, there were two English teachers', the first is Dewi Susanti Zega, S.Pd and the second Henti Putri Chandra Damai Zega, S.Pd. Based on the research design, the researcher analyzed the teachers' pedagogic competence in teaching English. In collecting the data, the researcher used observation, interview and documentation as a proof that the researcher has done research at the school. For the first instrument, the researcher did observation in the classroom when English teachers did activity in classroom. It means the teacher taught the students. So through the instruments the researcher wrote all the teachers' pedagogic during teaching learning process. The second instrument, the researcher interviewed English teachers and principal to find out the factors that influence the pedagogic competence of teachers in teaching English. After the researcher collected the data, the researcher processed and analyzed the data through analysis technique namely data condensations it is process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appears in the fullcorpus of written field notes, interview trascripts, and other empirical material, the second is data display is the stage of how the researcher displayed data results obtained in the research and the last is drawing and verifying conclusion as the final step of the data that has been analyzed.

4.1.1 The Result of Observation.

1. Result of the First Teacher Observation

The research was conducted by the researcher on 19st Monday, February 2024 until 4th Monday, March 2024, the researcher observed the condition of the class and students when the teacher taught English in the classroom. Mrs. Dewi taught in class VII-A. The researcher observed several activities carried out by the teacher in the classroom to find out the teacher's pedagogical competence used by the teacher in teaching English.

The explanation about of the English teachers' pedagogical competence based on indicators of teachers' assessment is explained as follows;

Name of Teacher : Dewi S. Zega, S.Pd.

Meeting : 1

Day/date/year : Monday,19th February 2024

Table 4.1 The Result of First Teachers' Pedagogic Competence in Observation Checklist Class VII-A

No	Pedagogic Competence	Indicators	Appear	
			Yes	No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✓	
		Identifying students potential.	✓	
		Identifying the initial teaching material of learners in the subject.	✓	
		Identifying students' learning difficulties in the subjects taught.	✓	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✓	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✓	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✓	
		Determining the learning experience to achieve objectives,	✓	
		Selecting learning materials that learning objectives,	✓	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	✓	

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No.	Competency	Indicator	✓	
		Developing indicators and instruments assessment.	✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	✓	
		Providing various learning activities to actualize learners' potential, including their creativity.	✓	
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught.	✓	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✓	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✓	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✓	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✓	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✓	
		Evaluating the learning process and outcomes.	✓	

Based on the table above the researcher got that the English teacher who taught English in the classroom where all of points in table of observation had one lack that is in utilizing information and communication technology for learning purposes, here the teacher did not apply in teaching learning process.

Meeting   : 2

Day/date/year   : Thrusday, 22nd February 2024

Table 4.2 The Result of First Teachers' Pedagogic Competence in Observation Checklist
Class VII-A

No	Pedagogic Competence	Indicators	Appear Yes	Appear No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✓	
		Identifying students potential.	✓	
		Identifying the initial teaching material of learners in the subject.	✓	
		Identifying students' learning difficulties in the subjects taught.	✓	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✓	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✓	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✓	
		Determining the learning experience to achieve objectives,	✓	
		Selecting learning materials that learning objectives,	✓	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	✓	
		Developing indicators and instruments assessment.	✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓

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No.			✔	
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	✔	
		Providing various learning activities to actualize learners' potential, including their creativity.	✔	
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught	✔	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✔	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✔	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✔	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✔	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✔	
		Evaluating the learning process and outcomes.	✔	

Based on the table above the researcher got the data where all of points in table observation had one lack that is in utilizing information and communication technology for learning purposes, here the teacher did not apply it in teaching learning process. When observing the English teacher in the classroom, the English teacher was more likely to use Indonesian than English when explaining the material. It is known that in teaching English, teachers should use English when teaching so that students also get used to and become more fluent in English. In teaching English, teachers should use English to improve students' abilities, Uno (2021).

Meeting   : 3

Day/date/year   : Monday, 26th February 2024

Table 4.3 The Result of First Teachers' Pedagogic Competence in Observation Checklist
Class VII-A

No	Pedagogic Competence	Indicators	Appear	
			Yes	No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✓	
		Identifying students potential.	✓	
		Identifying the initial teaching material of learners in the subject.	✓	
		Identifying students' learning difficulties in the subjects taught.	✓	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✓	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✓	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✓	
		Determining the learning experience to achieve objectives,	✓	
		Selecting learning materials that learning objectives,	✓	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	✓	
		Developing indicators and instruments assessment.	✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓

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			✓	
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	✓	
		Providing various learning activities to actualize learners' potential, including their creativity.	✓	
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught.	✓	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✓	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✓	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✓	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✓	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✓	
		Evaluating the learning process and outcomes.	✓	

In the observation section, the researcher obtained data where all points in the observation table had one deficiency, namely in utilizing information and communication technology for learning purposes, here the teacher did not apply it in the learning process. When the researcher observed the teacher in the class VII-A, the researcher found that English teacher did not provide lesson plans when teaching.

Meeting   : 4

Day/date/year   : Thursday ,29th February 2024

Table 4.4 The Result of First Teachers' Pedagogic Competence in Observation Checklist
Class VII-A

No	Pedagogic Competence	Indicators	Appear Yes	Appear No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✓	
		Identifying students potential.	✓	
		Identifying the initial teaching material of learners in the subject.	✓	
		Identifying students' learning difficulties in the subjects taught.	✓	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✓	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✓	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✓	
		Determining the learning experience to achieve objectives,	✓	
		Selecting learning materials that learning objectives,	✓	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	✓	
		Developing indicators and instruments assessment.	✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓

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			✓	
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	✓	
		Providing various learning activities to actualize learners' potential, including their creativity.	✓	
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught	✓	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✓	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✓	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✓	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✓	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✓	
		Evaluating the learning process and outcomes.	✓	

Based on the table above, the researcher obtained data where all points in the observation table had one deficiency, namely in utilizing information and communication technology for learning purposes, here the teacher did not apply it in the learning process. From this data the English teacher has not maximized to use technology when teaching English. Apart from that, the researcher found that the teacher also did not prepare lesson plans.

Meeting   : 5

Day/date/year   : Monday, 4th March 2024

Table 4.5 The Result of First Teachers' Pedagogic Competence in Observation Checklist
Class VII-A

No	Pedagogic Competence	Indicators	Appear	
			Yes	No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✓	
		Identifying students potential.	✓	
		Identifying the initial teaching material of learners the subject.	✓	
		Identifying students' learning difficulties in the subjects taught.	✓	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✓	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✓	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✓	
		Determining the learning experience to achieve objectives,	✓	
		Selecting learning materials that learning objectives,	✓	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	✓	
		Developing indicators and instruments assessment.	✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓

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No	Competency	Indicator	✓	
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	✓	
		Providing various learning activities to actualize learners' potential, including their creativity.	✓	
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taug	✓	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✓	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✓	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✓	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✓	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✓	
		Evaluating the learning process and outcomes.	✓	

Based on the table above, the researcher found that the English teacher when teaching in class VII-A did not use technology. It is known that the use of technology in teaching activities is one of the indicators of pedagogic competence, Rahmadi (2021), Nurliyanti (2022).

2. Result of the Second Teacher Observation

The research was conducted by the researcher in 19th Monday, February 2024 until 4th Monday, March 2024, the researcher observed the condition of the class and students when the teacher taught English in the classroom. The researcher observed the English teacher named Mrs. Henti

Putri Chandra Damai Zega, S.Pd. The researcher observed several activities carried out by the teacher in the classroom to find out the teacher's pedagogical competence used by the teacher in teaching English.

The explanation about of the English teachers' pedagogical competence based on indicators of teachers' assessment is explained as follows;

Name of Teacher   : Henti Putri Chandra Damai Zega, S.Pd.

Meeting   : 1

Day/date/year   : Monday, 19th February 2024

Table 4.6 The Result of Second Teachers' Pedagogic Competence in Observation Checklist VII-B

No	Pedagogic Competence	Indicators	Appear	
			Yes	No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✓	
		Identifying students potential.	✓	
		Identifying the initial teaching material of learners in the subject.	✓	
		Identifying students' learning difficulties in the subjects taught.	✓	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✓	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✓	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✓	
		Determining the learning experience to achieve objectives,	✓	

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		Selecting learning materials that learning objectives,	✓	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	✓	
		Developing indicators and instruments assessment.	✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	✓	
		Providing various learning activities to actualize learners' potential, including their creativity.	✓	
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taug	✓	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✓	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✓	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✓	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✓	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✓	
		Evaluating the learning process and outcomes.	✓	

Based on this table above, in first meeting the researcher found that the English teacher where all points in the observation table had one deficiency, namely in utilizing information and communication technology for learning purposes, here the teacher did not apply it in the learning process.

Meeting   : 2
Day/date/year   : Thursday, 22nd February 2024

Table 4.7 The Result of Second Teachers' Pedagogic Competence in Observation Checklist VII-B

No	Pedagogic Competence	Indicators	Appear	
			Yes	No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✔	
		Identifying students potential.	✔	
		Identifying the initial teaching material of learners in the subject.	✔	
		Identifying students' learning difficulties in the subjects taught.	✔	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✔	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✔	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✔	
		Determining the learning experience to achieve objectives,	✔	
		Selecting learning materials that learning objectives,	✔	
		Organizing learning materials in correctly in	✔	

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			✓	
		accordance with approach and learner characteristics,		
		Developing indicators and instruments assessment.	✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	✓	
		Providing various learning activities to actualize learners' potential, including their creativity.	✓	
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taug	✓	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✓	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✓	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✓	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✓	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✓	
		Evaluating the learning process and outcomes.	✓	

Based on this table above, in second meeting the researcher found that the English teacher had pedagogic competence in accordance with indicators of pedagogic competence. However, the researcher found the English teacher when in teaching English she did not prepare lesson plans and did not use

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technology. It is known that the use of technology is one of the indicators of pedagogic competence, Wulandari (2021), Yuniarti (2022)

Meeting   : 3
Day/date/year   : Monday, 26th February 2024

Table 4.8 The Result of Second Teachers' Pedagogic Competence in Observation Checklist VII-B

No	Pedagogic Competence	Indicators	Appear	
			Yes	No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✔	
		Identifying students potential.	✔	
		Identifying the initial teaching material of learners the subject.	✔	
		Identifying students' learning difficulties in the subjects taught.	✔	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✔	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✔	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✔	
		Determining the learning experience to achieve objectives,	✔	
		Selecting learning materials that learning objectives,	✔	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	✔	
		Developing indicators and instruments assessment.	✔	

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			✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	✓	
		Providing various learning activities to actualize learners' potential, including their creativity.	✓	
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taug	✓	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✓	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✓	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✓	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✓	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✓	
		Evaluating the learning process and outcomes.	✓	

Based on the table above, the researcher found that teachers' pedagogic competence in the first meeting and second meeting had the same results at the third meeting. English teachers did not utilise information aad communication technology for learning purposes.

Meeting   : 4

Day/date/year   : Thursday, 29th February 2024

Table 4.9 The Result of Second Teachers" Pedagogic Competence in Observation
Checklist VII-B

No	Pedagogic Competence	Indicators	Appear	
			Yes	No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✓	
		Identifying students potential.	✓	
		Identifying the initial teaching material of learners the subject.	✓	
		Identifying students' learning difficulties in the subjects taught.	✓	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✓	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✓	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✓	
		Determining the learning experience to achieve objectives,	✓	
		Selecting learning materials that learning objectives,	✓	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	✓	
		Developing indicators and instruments assessment.	✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓

No.	Aspect	Indicator	✓	
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	✓	
		Providing various learning activities to actualize learners' potential, including their creativity.	✓	
6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught	✓	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✓	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✓	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✓	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✓	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✓	
		Evaluating the learning process and outcomes.	✓	

Based on the table above, in the fourth meeting all indicators of pedagogical competence had been implemented by the English teacher when teaching English in the classroom, except indicator number four about utilizing information and communication technology for learning purpose.

Meeting : 5

Day/date/year : Monday, 4th March 2024

Table 4.10 The Result of Second Teachers' Pedagogic Competence in Observation Checklist VII-B

No	Pedagogic Competence	Indicators	Appear	
			Yes	No
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	✓	
		Identifying students potential.	✓	
		Identifying the initial teaching material of learners in the subject.	✓	
		Identifying students' learning difficulties in the subjects taught.	✓	
2.	Mastering learning theory and learning principles	Understanding various learning Theories and educational learning principles related to the subject taught.	✓	
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	✓	
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	✓	
		Determining the learning experience to achieve objectives,	✓	
		Selecting learning materials that learning objectives,	✓	
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	✓	
		Developing indicators and instruments assessment.	✓	
4.	Utilizing information and communication technology for learning purposes.	Utilizing information and communication technology in the learning process.		✓
5.	Facilitating the	Providing various activities	✓	

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		learning to encourage [1] learners to achieve optimally		
	development students' potential to actualize their various potential.	Providing various learning activities to actualize learners' potential, including their creativity.	✓	
[1] 6.	Organizing assessement and evaluating of learning processes and Outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taug [2]	✓	
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	✓	
		Determining procedures for assessing and evaluating the learning process and outcomes.	✓	
		Developing instruments for assessment and evaluating of learning processes and outcomes.	✓	
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	✓	
		Analyzing the results of assessing the learning process and outcomes for various purpose.	✓	
		Evaluating the learning process and outcomes.	✓	

Based on the table above, the researcher found at the fifth meeting again the English teacher did not use technology as a tool to teach English. Meanwhile it is known that one of the roles of technology in education is to help increase students' interest in learning and facilitate the learning process, Simanjuntak (2019), Fitriani (2022).

Furthermore, based on the results of the researcher's observations, the researcher found that both teachers have mastered the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, mastered learning theories and learning principles, developed curriculum related to the subjects they teach, facilitated the

development of students' potential to actualize their various potentials, and conducted assessment and evaluation of learning processes and outcomes, but have not utilized information and communication technology for learning purposes.

From the observation, it is concluded that both English teachers have good pedagogical competence, but the researcher found that English teachers at SMP Negeri 2 Lotu still have not maximized the use of technological skills as part of the pedagogical competence indicators.

4.1.2 The Result of Interview

In this research, the researcher has conducted interviews to get in-depth information about the second question of this research which is "what are the factors that affect teachers' pedagogical competence in teaching English at SMP Negeri 2 Lotu in 2023/2024". The first interview was conducted with English teachers where SMP Negeri 2 Lotu has two English teachers and the second interview with the principal.

1. Result of the First Teacher Interview

The researcher interviewed the English teacher on behalf of Mrs. Dewi S. Zega, S.Pd, on Monday, 4th March 2024. the researcher interviewed the English teacher as a respondent of this study. To answer the research questions, the researcher has formulated questions. The questions were based on the indicators of pedagogical competence. An interview with the first teacher was also conducted by the researcher to get in-depth information about the answers to the second research question. Below is a list of questions and answers from the English teacher based on the results of the interview:

R : *How long have you been teaching English?*

T : *Kurang lebih 17 tahun*

R : *How many classes do you teach English?*

T : *Untuk tahun ini saya mengajar di kelas VII-A*

R : *How you understand characteristics of students?*

T : saya memahami karakteristik siswa ketika langsung bertemu dengan
mereka didalam kelas, melalui proses pembelajaran.

R : How do you see students' potency?

T : Saya melihat potensi siswa ketika proses pembelajaran dilaksanakan,
dan juga diluar proses pembelajaran

R : What difficulties do students experience during online learning?

T : Tidak adanya sarana/prasarana untuk pembelajaran online. (HP/paket
internet

R : Do you master the learning theories?

T : Tidak semua teori pembelajaran bahasa inggris saya kuasai.

R : How do you apply the approaches, strategies, methods and learning
techniques that will be use

T : Dengan melihat karakteristik setiap siswa didalam proses pembelajaran.
Sehingga saya mengetahui apa strategi dan metode yang akan saya
berikan kepada siswa. Seperti game, tanya jawab dan lain sebagainya.

R : Do you arrange learning materials according to the age of the students?

T : Kadang ya, kadang tidak. Karna usia tidak menentukan kemampuan
siswa.

R : Have you developed and prepared a lesson plan that will be used?

T : kadang ya, kadang tidak. Terkadang juga saya masuk didalam kelas
tidak menyiapkan RPP, kadang juga saya menyiapkan RPP sebelum
mengajar didalam kelas. Dikarenakan saya tidak mempunyai laptop
untuk membuat RPP tepat waktu.

R : How do you deal with students who have difficulty in understanding
material?

T : Saya akan mengulangi materi tersebut secara khusus kepada siswa yang
bersangkutan.

R : In carrying out learning, do you use appropriate learning media to
achieve learning objective? For example?

T : Ya, media2 yang ada d sekitar siswa contohnya benda2, lingkungan
Sekolah, seperti papan tulis, buku, kamus, meja, kursi,dan benda-benda
lainnya disesuaikan dengan materi pembelajaran

R   : *Do you use information and communication technology for learning purpose? What is it like?*

T   : *Pengalaman mengajar saya sebelumnya saya menggunakan technology, seperti laptop dan proyektor. Namun setelah saya ditetapkan mengajar disini saya terbatas dalam penggunaan teknologi karna fasilitas sekolah yang tidak memadai sehingga penggunaan technology tidak digunakan.*

R   : *How do you know your students' learning strengths and weaknesses?*

T   : *Dengan melakukan refleksi.*

R   : *How do you overcome students' learning deficiencies?*

T   : *Melakukan remedial kepada siswa.*

R   : *Are the students who receive special attention to develop their potency?*

T   : *Ya*

R   : *When assessing students, what techniques and types have you used?*

T   : *Preassesment seperti kuis, wawancara mengenai materi pembelajaran. Penilaian formatif dan penilaian sumatif*

R   : *How do you communicate assessment result to students and show learning material that students have not yet mastered?*

T   : *Dengan cara memanggil siswa satu persatu didepan kelas dan melakukan evaluasi kepada siswa, ulangan harian serta dari tugas tugas yang saya berikan kepada siswa*

R   : *How do you use the result of the next learning lesson?*

T   : *Setelah memilih strategi yang cocok, selanjutnya saya menyusun rencana pembelajaran yang mencakup materi pembelajaran, metode, penilaian, dan waktu pembelajaran.*

R   : *How do you carry out remedial and enrichment programs that are appropriate to learning?*

T   : *Dengan tahapan pembelajaran remedial saya mengidentifikasikan permasalahan pembelajaran, membuat perencanaan remedial serta mengevaluasi proses dan hasil pembelajaran remedial kemudian melakukan pengayaan dengan memberikan pembelajaran secara kelompok, belajar mandiri*

R   : *Do you hold a reflection on your learning at the end of the lesson?*

T : *Ya saya melakukan refleksi tentang pembelajaran. Nilai yang sudah terkumpulkan dari hasil jawaban siswa kemudian saya olah untuk dijadikan nilai akhir siswa pada akhir semester karna bagi saya refleksi sangat penting untuk mengetahui sejauh mana pengetahuan siswa tentang materi yang diberikan.*

R : *Do you use the results of this reflection to improve the quality of subsequent learning?*

T : *Ya saya menggunakan hasil refleksi sebagai acuan untuk meningkatkan kualitas pembelajaran.*

Based on the question, the teachers' response has been categorized in the table as follows.

Table 4.11 The Responses of the First Teacher's Interview

No	Pedagogic Competence	Indicators	Factors that Influence Pedagogic Competence
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	_
		Identifying students potential.	_
		Identifying the initial teaching material of learners in the subject.	_
		Identifying students' learning difficulties in the subjects taught.	_
2.	Mastering learning theory and learning principles	Understanding various learning theories and educational learning principles related to the subject taught.	Teaching Experience
		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	–
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	–
		Determining the learning experience to achieve objectives,	–
		Selecting learning materials that learning objectives,	–
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	–

		Developing indicators and instruments assessment.	–
4.	Utilizing information and communication technology for learning poses.	Utilizing information and communication technology in the learning process.	Educational facilities
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	–
		Providing various learning activities to actualize learners' potential, including their creativity.	–
6.	Organizing assessement and evaluating of learning processes and outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subject taught.	–
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	–
		Determining procedures for assessing and evaluating the learning process and outcomes.	–
		Developing instruments for assessment and evaluating of learning processes and outcomes.	–
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	–
		Analyzing the results of assessing the learning process and outcomes for various purpose.	–
		Evaluating the learning process and outcomes.	–

Based on the table above, in can be seen that the factors that influence the teachers' pedagogic competence in teaching English are: lack of teacher experience in teaching and lack of educational facilities that are still inadequate.

2. Result of the Second Teacher Interview

The researcher interviewed the English teacher on behalf of Mrs. Henti Putri Chandra Damai Zega, S.Pd. on Thursday, 4th March 2024, the researcher interviewed the English teacher as a respondent of this study. To answer the research questions, the researcher has formulated questions.

The questions were based on the indicators of pedagogical competence. An interview with the first teacher was also conducted by the researcher to get in-depth information about the answers to the second research question. Below is a list of questions and answers from the English teacher based on the results of the interview:

R   : *How long have you been teaching English?*

T   : *Saya sudah mengajar selama 3 tahun lebih*

R   : *How many classes do you teach English?*

T   : *Saya mengajar bahasa inggris 1 kelas yaitu kelas VII-B*

R   : *How you understand characteristics of students?*

T   : *Dari interaksi dengan siswa, saya mencoba mengamati siswa siswi saya, dengan mengenali mereka lebih lagi. Untuk mengetahui karakteristik mereka. Pada saat proses pembelajaran saya bisa membaca karakter siswa saya dengan keaktifan siswa didalam kelas.*

R   : *How do you see students' potency?*

T   : *Potensi siswa dapat di lihat saat proses belajar mengajar berlangsung baik dari keatifan siswa saat belajar dari tanggapan mereka atas setiap pertanyaan yg di lontarkan guru kepada mereka*

R   : *What difficulties do students experience during online learning?*

T   : *Siswa tidak punya hp sebagai media untuk belajar online*

R   : *Do you master the learning theories?*

T   : *Sebagian saja. Tidak semua teori saya kuasai karna pengalaman mengajar saya yang masih kurang. Namun, sebelum masuk didalam kelas saya mempelajari terlebih dahulu materi sebelum saya mengajar diidalam kelas sehingga saya mempunyai kesiapan saat saya mengajar. Maka dari itu teori yang saya ajarkan pada saat itu juga bisa saya kuasai.*

R   : *How do you apply the approaches, strategies, methods and learning techniques that will be use*

T   : *Dengan menerapkan metode yang menyenangkan dan tidak membosankan bagi siswa seperti game sambil belajar.*

R   : *Do you arrange learning materials according to the age of the students?*

T   : *Ia saya menyusun.*

R : Have you developed and prepared a lesson plan that will be used?

T : *Tidak selalu saya siapkan. Saya tidak mempunyai laptop karena pendapatan yang minim sehingga saya tidak mempunyai biaya untuk mengganti laptop saya yang sudah rusak. Kemudian tahun ajaran ini kami menggunakan kurikulum merdeka, RPP dikurikulum merdeka juga sangat jauh berbeda dari RPP yang biasa kami pakai pada kurikulum sebelumnya, sehingga saya semakin kewalahan untuk menyiapkan RPP.*

R : How do you deal with students who have difficulty in understanding material?

T : *Mencoba menjelaskan kembali materi yang di anggap sulit oleh siswa, sampai saya yakin bahwa dia sudah mengerti*

R : In carrying out learning, do you use appropriate learning media to achieve learning objective? For example?

T : *Tidak. Karna fasilitas yang kurang memadai.*

R : Do you use information and communication technology for learning purpose? What is it like?

T : *Saya tidak menggunakan teknologi karena facilitas yang tidak memadai.*

R : How do you know your students' learning strengths and weaknesses?

T : *Dari setiap tanggapan dan respon siswa didalam kelas.*

R : How do you overcome students' learning deficiencies?

T : *Dengan cara menggabungkannya (kerja kelompok) dengan siswa yg mampu. Dan juga mengajaknya untuk belajar kembali atau mengulas kembali materi*

R : Are the students who receive special attention to develop their potency?

T : *Ya*

R : When assessing students, what techniques and types have you used?

T : *Penilaian sikap, pengetahuan dan keterampilan. Adapun penilaian dilakakukan secara formatif dan sumatif.*

R : How do you communicate assessment result to students and show learning material that students have not yet mastered?

T : *Dengan cara melakukan evaluasi kepada siswa, ulangan harian serta dari tugas tugas yang saya berikan kepada siswa*

R : How do you carry out remedial and enrichment programs that are appropriate to learning?

T : Dengan tahapan pembelajaran remedial saya mengidentifikasikan permasalahan pembelajaran, membuat perencanaan remedial serta mengevaluasi proses dan hasil pembelajaran remedia kemuduain melakukan pengayaan dengan memberikan pembelajaran secara kelompok, belajar mandiri

R : How do you use the result of the next learning lesson?

T : Ya saya melakukan refleksi untuk mengetahui sejauh mana siswa menguasai materi yang diberikan

R : Do you hold a reflection on your learning at the end of the lesson?

T : Ya

R : Do you use the results of this reflection to improve the quality of subsequent learning?

T : Ya, menggunakan hasil refleksi untuk meningkatkan kualitas pembelajaran.

Based on the question, the teacher's response has been categorized in the table as follows.

Table 4.12 The Responses of the Second Teacher's Interview

No	Pedagogic Competence	Indicators	Factors that Influence Pedagogic Competence
1.	Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect.	Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds.	–
		Identifying students potential.	–
		Identifying the initial teaching material of learners in the subject.	–
		Identifying students' learning difficulties in the subjects taught.	–
2.	Mastering learning theory and learning principles	Understanding various learning theories and educational learning principles related to the subject taught.	Teaching experience

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3		Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.	Teaching experience
3.	Developing the curriculum related to the subjects taught.	Understanding the principles of curriculum development,	–
		Determining the learning experience to achieve objectives,	–
		Selecting learning materials that learning objectives,	–
		Organizing learning materials in correctly in accordance with approach and learner characteristics,	–
1		Developing indicators and instruments assessment.	–
4.	Utilizing information and communication technology for learning 12 poses.	Utilizing information and communication technology in the learning process.	Educational facilities, Teacher income
5.	Facilitating the development students' potential to actualize their various potential.	Providing various activities learning to encourage learners to achieve optimally	–
1		Providing various learning activities to actualize learners' potential, including their creativity.	–
6.	Organizing assessement and evaluating of learning processes and outcomes	Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subject 2 aught.	–
		Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught.	–
		Determining procedures for assessing and evaluating the learning process and outcomes.	–
		Developing instruments for assessment and evaluating of learning processes and outcomes.	–
		Administering assessment of learning processes and outcomes on am ongoing basis using various instruments.	–
		Analyzing the results of assessing the learning process and outcomes for various purpose.	–
		Evaluating the learning process and outcomes.	–

Based on the table above, in can be seen that the factors that influence the teachers' pedagogic competence in teaching English are: lack of teacher experience, lack of educational facilities that are still inadequate and teacher income.

From the researcher's interviews, it is concluded that English teachers still used manual methods in teaching without utilizing information and communication technology for the benefit of learning or facilitating supporting technology such as: projectors, laptops, loudspeakers, mobile phones, and others. This means that teachers and students also still use books, dictionaries, blackboards/whiteboard, and others.

3. The Result of Principal Interview

The interview was conducted on Tuesday, 5th March 2024. This interview aimed to find out the factors that influence teachers' pedagogical competence in teaching English. The researcher had prepared some questions to ask the principal of SMP Negeri 2 Lotu as supporting data from the second question in this research. In the interview, the principal said that English teachers have pedagogic competence, but not all pedagogic competence indicators are applied by English teachers. Due to teachers' teaching experience, inadequate educational facilities, and principal supervision. The use of technology is still less applied by English teachers in learning process activities. And to overcome this, the principal provides a solution by saying that teachers must be able to master other indicators of pedagogic competence by not forgetting to also conduct supervision so that English teachers are getting better at mastering pedagogical competence.

4.2 Discussion of Research Result

4.2.1The Analysis and Interpretation of the Research Result in Observation Checklist

Based on the results of field observations conducted by researcher, it was found that English teachers at SMP Negeri 2 Lotu have pedagogical competence in accordance with the indicators of pedagogical competence. However, both English teachers have not mastered the indicators of pedagogical competence, namely in utilizing information and communication technology for learning purposes. It is known that based on the Regulation of the Minister of National Education Number 16 of 2007 that there are six pedagogical competencies of teachers, namely: mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, mastering learning theories and learning principles, developing curriculum related to the subjects taught, utilizing information and communication technology for learning purposes, facilitating the development of students' potential to actualize their various potentials, conducting assessment and evaluation of learning processes and results.

In this research there are two English teachers who have done interview by the researcher.

4.2.1.1 The Result of Observation from First Teacher in Teachers' Pedagogic Competence in Teaching English

Observations made by researcher at SMP N 2 Lotu, all indicators of pedagogic competence possessed by the first teacher had implemented in the teaching and learning process. According to Musfah (2011) in Nurliyanti (2022), competence is a collection of knowledge, behaviors, and skills that teachers must have to achieve learning and educational goals. Competence is an ability to do something, especially in the world of education, teachers must be skilled and competent in their fields to achieve the main learning objectives. From the results of classroom observations, the researcher found that teachers did not implement all pedagogical competencies, this can be seen in the first teacher checklist

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observation that did not implement utilizing information and communication technology for learning purposes.

The researcher observed the English teacher in the classroom while teaching English. The researcher used an observation checklist to find out what pedagogic competencies the English teacher used in the classroom. When the observation was conducted at the first meeting, the researcher found that the English teacher was not utilising information and communication technology. It is known that technology is an important tool to support learning to be more optimal because it can be a source of information and learning to be more creative and productive. According to Wantini (2022), technology is created to ease people and help their activities in a new way. Supported by Isrokatun (2021) said, the existence of technology in the education field also facilitates students to widely access learning sources, which means that they do not only focus on teachers. In the second meeting, the researcher again observed the English teacher to find out more about what pedagogic competencies the teacher used in the classroom. The researcher found that the English teacher did not use technology and was more active in using Indonesian when explaining the material. Uno says in teaching English the teachers should use English to improve students' abilities. Then the researcher made another observation at the third meeting to the fifth meeting, but the observation results remained the same. Which is where the English teacher who taught English in the classroom where all points in the table observation checklist had one lack is in utilizing information and communication technology. The researcher also found that in the third meeting and the fourth meeting apart from not using technology the teacher also did not provide lesson plants when teaching in the classroom. It is known that the preparation of lesson plants is one of the teacher's competencies. Hadiyanti (2023) says that lesson plans are a very important part of teaching and learning activities.

4.2.1.2 The Result of Observation from Second Teacher in Teachers' Pedagogic Competence in Teaching English

The second teacher also taught English in the classroom and at the same time the researcher observed the English teacher. It is known that teachers are the direct actors of their own professional development, Gonzales, et al (2022).

Pedagogical competence is important for the success of the teaching and learning process. Pedagogical competence is the teacher's ability to manage student learning starting from planning, implementation, to evaluating the learning process and outcomes which includes the teacher's understanding of the foundations of education, student characteristics, curriculum development, learning plans, implementation of educational learning, implementation of dialogic learning, use of ICT, evaluation learning outcomes, developing student potential, Susanto (2019), Rosdiana (2020). The concept of pedagogical competence is also used in the sense of the minimum professional standards, often prescribed by law, that one must educate to fulfil a particular role in the teaching profession.

The researcher also observed the second English teacher to find out what pedagogic competence the teacher used in the classroom. As with the first teacher, the researcher also did not forget to provide a checklist observation sheet as an instrument used by the researcher. At the first meeting, the researcher observed the second teacher when teaching English in the classroom. English teacher also do not use technology during the teaching and learning process. It is known that technology is very important in the world of education, Isrokatun (2021). After that, the researcher made another observation at the second meeting, the researcher found the same thing at the first meeting observation, namely that the English teacher did not use technology and did not prepare a lesson plan when teaching in class. After knowing the pedagogical competence of the second teacher, the researcher was still not satisfied with the results that had been obtained, therefore the researcher returned to make observations at the third meeting to the fifth meeting. In the third meeting to the fifth meeting, the researcher found that English teacher when teaching in the classroom had pedagogical competence in accordance with the pedagogical indicators on the observation sheet, but one indicator that was not implemented by English teacher was utilizing information and communication technology for learning purposes.

4.2.2 The Analysis and Interpretation of the Research Result in Interview Sheet

To get the data, the researcher also used the interview with the teacher and principal at SMP N 2 Lotu with aim to knowing more about factor influence teachers' pedagogic competence in teaching English. Hyginus (2023) says there are some types of interview, such as structured interview, unstructured interview, and semi-structured interview. Structured interview include closed-ended question, to which respondents can only respond yes or no. So here the researcher was conducted the interviewed on Monday 4th March 2024 with the result following.

4.2.2.1 The Analysis and Interpretation of the Research Result in Interview First Teacher

A teacher's pedagogical competence is the teacher's ability to manage student learning, at least including understanding the insights or foundations of education, understanding students, developing curriculum, syllabus and learning design. Pedagogic competence are more influenced by human skills can determine his skills. A leader's human skills can determine his control over his subordinates. In this case, human skills influence leadership in motivating teacher, Mukarromah (2019).

In the field the researcher conducted interviewed with English teacher at SMP N 2 Lotu, the teacher's name was Dewi Susanti Zega, S.Pd, as the first teacher. The interview was conducted on Monday 4 March 2024. The results obtained from several questions were that the second teacher had taught for 17 years in several classes at different levels, therefore the second teacher had more experience than the first teacher. It is known that many years of teacher experience does not guarantee mastering all learning material. However, Susanto (2020) said that teachers' long-term teaching experience over many years makes a real contribution. Then the English teacher said that students' potential could be seen during the learning process, while students' limitations in procuring gadgets and internet quota meant that students could not carry out bold system learning. English teacher admit that not all learning materials are mastered by English teacher. Therefore, a teacher's years of experience does not guarantee mastering

all learning material. It is known that teachers must master all learning material, Suryana (2019). The first teacher is able to understand the characteristics of students when the teaching and learning process takes place. The English teacher tend to use Indonesian more actively than English when teaching in the classroom. The teacher admits that the first teacher is not a native speaker and still lacking in speaking English, Wahyuni (2023). Likewise, the students are not able to speak English because they did not learn English at primary school. Teachers have to put effort into developing the curriculum by utilizing several teaching aids that are easy to find in the surrounding environment. In organizing assessment, teachers also play a role in carrying out remedial measures for students whose scores are less than MCC. Indicators of lack of school facilities hamper the process of distributing knowledge between teachers and students are less active.

4.2.2.2 The Analysis and Interpretation of the Research Result in Interview Second Teacher

The second interview was conducted with the English teacher, the teacher's name was HentiPutri Chandra DamaiZega, S.Pd. Based on these questions, the researcher found several factors that influence pedagogical competence in teaching English, such as English teacher had to recognize the character of each student so that student interactions with the teacher are well established, student potential can be seen from student activity during teaching and learning process. The weakness that every student had is technological sophistication where they cannot keep up with technological developments so that the information they obtain only comes from the teacher. Teachers also have weaknesses, namely that not all of them master the material due to lack of teaching experience, English teachers also do not utilize technology as a technology-based learning medium. However, teachers always try to provide interesting learning methods so that students do not get bored while following the learning process. This is due to the lack of facilities and teacher income. A teacher's efforts will have a positive impact on his students. This effort can be seen from the teacher's seriousness in teaching and the teacher was also willing to explain things that made students confused. Furthermore, the teacher is able to

determine the student's weaknesses and shortcomings based on each response given by the student, then the teacher also assesses the student from several aspects such as knowledge, skills and attitudes so that from this assessment it can be seen that the student's abilities can be identified, and if the score obtained is still below the MCC then evaluation or remediation is carried out, Berliana (2023). From the English teacher's answer, the researcher can draw the conclusion that the second teacher, based on her experience in teaching, a teacher must have a good educational background, so that he is able to teach her students according to achievement indicators. Teachers' needs must be met, for example in providing technology that can help teacher more easily transfer knowledge, learning also becomes more productive and creative. Some examples of using technology in the classroom namely virtual book, and online courses. It is known, several indicators of pedagogic competence such as understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-cultural backgrounds, applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught, determining the learning experience to achieve objectives, and evaluating the learning process and outcomes, used by English teachers at SMP Negeri 2 Lotu. The teacher's intelligence, skills, experience and educational background of the teacher are several points as indicators of the implementation of pedagogic competence in teaching English.

4.3 The Research Findings versus to the Latest Related Research

In this research, the researcher found that teacher is very important in educational activities because the teacher is one of the actors who has an important position to determine the key to success of the learning. A teacher has complied skill a teacher not only understands the differences in students' abilities and intellects, but also understands the talents, character and souls of students according to their age differences. It is known the teacher is a figure who gave good impact for the students. The researcher found the English teacher at SMP N 2 Lotu doing her job as a teacher, apply some pedagogic competence namely, mastering the characteristics of learners from the physical, moral, spiritual, social,

cultural, emotional, and intellectual aspect, mastering learning theory and learning principles, developing the curriculum related to the subjects taught, facilitating the development students' potential to actualize their various potential, and organizing assessement and evaluating of learning processes and outcomes. One indicator of pedagogic competence did not implement by both English teachers, namely utilizing information and communication technology for learning purposes and at times the researcher found English teachers did not prepared lesson plans when teaching in the classroom.

In the other research, the rsearcher found some previous studies that are related to this research, compared with the results found by researchers with three previous researchthe detail explanations are below:

The first previous research was written by Ma'arifatulah, et al (2019), who searched about Teachers' Pedagogic Competence in Teaching English at SMAN 1 Sanggar in Bima. She researcher to know the teachers' pedagogic competence by focuses on the teachers' pedagogic competence in teaching English at SMAN 1 Sanggar in Bima.The main problem of this research is the pedagogical competencies of teachers in teaching English in SMAN 1 Sanggar, Bima. The purpose of this study is to find out the pedagogical competence of teachers in teaching English in SMAN 1 Sanggar. The approach used in this study was a descriptive study. Research Center SMAN 1 Sanggar Bima. This type of research was qualitative research where process data was collected through observation and survey. From the results of the research, the author can conclude that the pedagogical competence of the teacher and the teaching of the English language are quite well fulfilled for the students.

The second previous research was conducted by Nurliyanti, et al (2022), which the title is Teachers' Pedagogical Competence in Teaching English at Junior High School. This research focuses on the pedagogical competence of English language teachers. The purpose of this work is to find out the pedagogical competence of English language teachers in teaching English at SMP Negeri 13 Palu. Questionnaire, interview and observation were used as data collection techniques. With the help of observation, the students' understanding of the

teacher's pedagogical competence in teaching English was clarified. The pedagogical competence of teachers in teaching English was studied with the help of an interview. The observation also allowed us to see the process of teaching English in the classroom. The result of the survey showed that the perception of students of English language teachers in teaching English was very good pedagogical competence in managing student characteristics, ability to develop curriculum/curriculum, develop student potential and evaluate learning outcomes. The results of the interviews with four English language teachers showed that their learning had difficulties in using technology and developing students' potential. The results of the observations show that the pedagogical competence of the four English language teachers in teaching English is good. In general, the pedagogical competence of the English teacher at SMP Negeri 13 Palu is generally at a good level.

Furthemore, the last previous research was conducted by Tanjung, (2022) enttiled "An Analysis of Teacher Pedagogical Competence in Teaching English for Senior High School Learners".In this study, the researchers focused on pedagogical competence, because pedagogical competence is essentially one of the most important competences that a teacher must have in teaching and learning activities. The purpose of this study was to find out the pedagogical competence of the teacher of SMA N2 SEI KANAN. Research method as a descriptive qualitative research method. Research results indicated that pedagogical competence was in the "fairly good" category, including the ability to manage student characteristics, curriculum development, and communication skills. From this it could be concluded that the pedagogical competence of teachers of SMA N2 SEI KANAN was still low.

Based on some previous researchers, the researcher found that the results of several previous researchers are similarities and differences from the results that researcher had found in the field. The researcher found that in the three previous researchers, the English teachers have implemented several indicators of pedagogic competence such as understanding students characteristics, curriculum

development, developing students potential, mastering learning theory, organizing assessment and evaluating the learning process and outcomes.

4.4 The Research Findings versus the Theories

After the researcher got the results of the research, the researcher compared it with previous research. The researcher obtained data when observing the first teacher and the second teacher in the classroom. Both English teachers at SMP Negeri 2 Lotu during the first to fifth meeting of the observation. The English teachers did not use technology when teaching and also sometimes did not prepare lesson plans when teaching in the classroom. It is known that the use of technology and teachers readiness in preparing lesson plans are part of the indicators of teachers' pedagogical competence. According to Hamalik (2022), "pedagogic competence is one of the competencies that must by mastered by teacher because with this competence the quality of education and more specifically maximum ". Based on the theory, the research findings show that not all teachers' pedagogical competences have been mastered by teachers. That is, teachers also have limitations in fully implementing pedagogical competence, but some indicators of pedagogical competence have been implemented by English teachers at SMP Negeri 2 Lotu.

After making observations, the researcher also conducted interviews with the English teacher and the principal. In the interview obtained different information when the researcher made observations in the classroom. When observing the English teachers, the English teachers when teaching in the classroom did not use technology from the first meeting to the fifth meeting. But the researcher also found that English teachers did not prepare lesson plans when teaching in the classroom. It is known that lesson planning contains an analysis of learning materials which include competency standards, basic competencies, indicators and subject matter. Supported by Harun (2020) said that teaching planning will be successful if it includes seven categories, namely: planning based on clear objectives, unity of plan, logical, continuity, and simple. After the researcher conducted interviews to find out what factors influenced their

pedagogical competence. During the interview, the researcher obtained information that it was not only the use of technology that the English teacher did not master. But the English teachers was still not perfect mastering learning theory and learning principles. So the researcher categorized the teachers' pedagogic competence and the factors that influence the teachers' pedagogical competence. Factors that influence the pedagogical competence of utilizing information and communication technology due to the lack of educational facilities and teacher income. The second competency is mastering learning theory and educational learning materials. This competency is divided into two competency indicators, namely understanding various learning theories and principles of educational learning related to the subjects taught and applying various approaches, strategies, methods, and educational materials. After the researcher obtained the results of the English teacher interview, the researcher also conducted an interview with the principal. In the interview, the researcher obtained information that the factors affecting teachers' pedagogical competence are teaching experience, inadequate educational facilities, and principal supervision. Meanwhile, in Susanto (2022) says the factors that influence teacher pedagogical competence are internal factors. Internal factors are factors that come from within a person consisting of; educational background and teaching experience.

4.5 The Research Findings Implication

The findings of this study indicate that several indicators of pedagogic competence have been implemented by English teachers because of the importance of teachers having pedagogic competence in order to achieve teaching objectives. This shows that there are still indicators of pedagogic competence that have not been implemented by English teachers because students still lack facilities. And based on teacher competence, teachers are able to provide good teaching in the classroom so that the delivery of material can be accepted by students. The principal's action in improving teachers' pedagogic competence, the principal conducts training on how to improve teachers' pedagogic competence adjusted to the pedagogic competence indicators and the principal conducts

supervision so that teachers are increasingly mastering pedagogic competence aims to overcome factors that affect their ability to use technology.

4.6 The Analysis of Research Findings Limitation

There are several obstacles that arise in this line of thinking, to be more specific:

a. The researcher realises that there are many shortcomings in this study. This research is the first research conducted by researcher so that researcher do not have experience conducting research before. As a beginner, the researcher realises that there are still many shortcomings and weaknesses so that this research is still imperfect. Therefore, many things are a challenge in conducting research due to lack of knowledge. In addition, there are also mistake and shortcomings and so on. Therefore, the result of this reflection still have shortcomings.

b. The researcher has limited knowledge in qualitative analysis, as well as limited experience regarding pedagogical competence. This lack of knowledge makes researcher sometimes experience a little difficulty and confusion in conducting research, meanwhile, this research is not perfect and is still far away when compared to research conducted by previous studies.

c. In addition to this, the researcher experienced limitations in conducting research because the time of education and learning made the interaction between researchers and teachers and principals limited. Especially the interaction between researcher and teachers. At the time when the researcher conducted the research at school, the work of the teachers at school was very busy so that the researcher conducted the research in a very urgent, short and limited time because the semester 2 period at school was coming to an end, which should be the time the researcher conducted the research used to plan the end-of-semester exams for students and teachers at school. Therefore, the researcher realises that the results of this study are far from perfect.

CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

Teacher is a person who helps others to acquire knowledge, competence or values. Teacher is one of important components in education, because teacher interacts directly with students. A good teacher is factor that most determines students achievement in class. Pedagogical competence is defines as the ability of teachers to oversee students learning activities. Pedagogic competence is important to success the teaching learning process. Teacher's pedagogic competence appears to be significantly relates to students' attitudes towards learning in schools. The approach that was used by the researcher to conduct the research is qualitative research especially analysis research.

Based on this method, the researcher used observation as a way to collect data, then by conducting interviews with English teachers and principal. In the observation, the researcher observed English teachers in the classroom for five meetings, both to the first teacher and the second teacher. In the observation activity, the researcher found similarities between the first teacher and the second teacher, where both English teachers were not utilizing information and communication technology for learning purposes. Apart from that, in several meetings, the researcher found that English teachers had not prepared lesson plans when teaching in the classroom. The indicators of pedagogic competence that they use, namely mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, mastering learning theory and learning principles, developing the curriculum related to the subjects taught, facilitating the development of students' potential to actualize their various potential, organizing assessment and evaluating of learning processes and outcomes. To get in-depth information, the researcher conducted interviews with both English teachers to find out the factors that influence their pedagogic competence. In the interview results, both English teachers explained that they were still not mastering learning theory and learning principles influenced by the teacher's teaching experience factor. Then continued with the English teacher's answer regarding the indicator of utilizing information and communication

technology for learning purposes, influenced by educational facilities and teacher income factors. After that, the researcher conducted an interview with the principal. The principal explained that the factors that influence the pedagogic competence of English teachers are teaching experience, educational facilities and principal supervision.

5.2 RECOMMENDATION

After conducting this research, there are several recommendations from the researcher. First for teachers, it would be better if teachers are more competent in mastering teacher pedagogic indicators, so that teaching and learning activities are also more creative and productive. This research shows that English teachers are still not mastering learning theory and learning principles and not utilizing information and communication technology for learning purposes. So this must be changed. Teachers must be able to master learning theory and learning principles and to support learning activities teachers should be use technological aids to deliver material more easily.
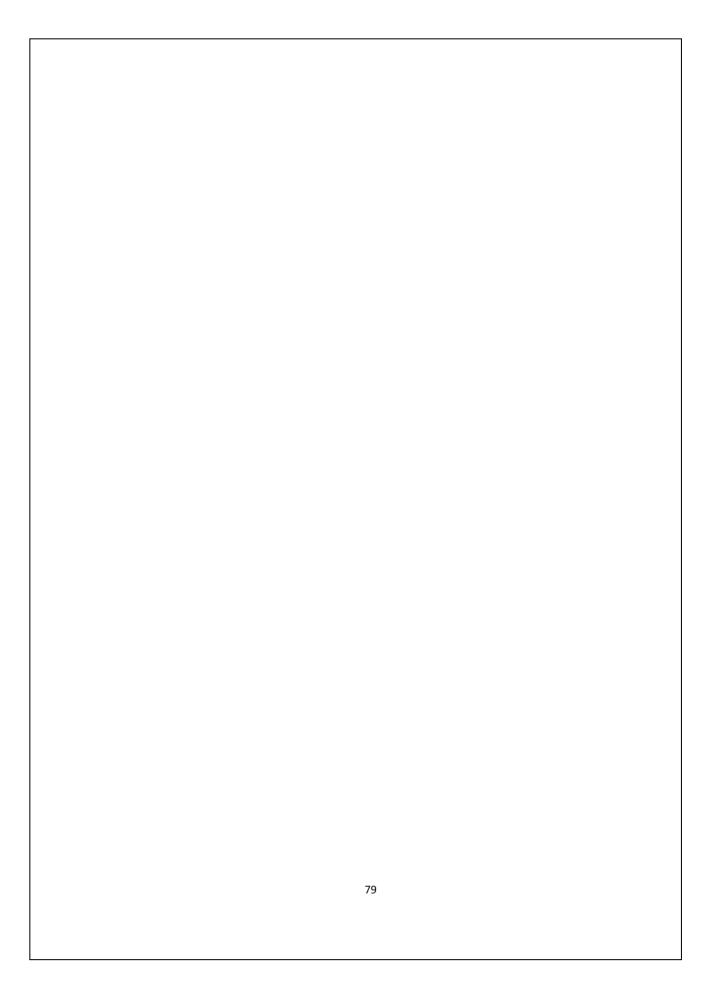
Secondly for the principal, it would be better if the principal has a schedule to hold supervision activities more often for teachers in order to improve the pedagogical competence of teachers. And help teachers to provide educational facilities so that the teaching and learning process activities become more creative and enjoyable.

Finally, it is suggested to future researchers to conduct better research on this topic in the future and prepare everything as well as possible in conducting research. It is also hoped that future researchers can develop this research. Future researchers are also expected to use other factor classification theories that are able to state the types of factors that influence teacher pedagogic competence, because some of the factors used by researchers are factors that are still a little common. Some other factors that can be specified are teacher education background, teacher health, and discipline at work. Therefore, this is a recommendation for future researchers to follow up or develop this matter.

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