

An Analysis of Teachers' Pedagogical Competence in Teaching English: A Case Study at an Islamic School in Lombok

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ABSTRACT

The purpose of this study is to evaluate instructors' pedagogical proficiency in the teaching of English. Three MA NW Aik Bukak, Lombok, English teachers were involved as the subjects in this research. Qualitative research was conducted through observations and interviews to find out the data. Qualitative analysis was also done by categorizing the findings from observation and interview. The interview was used to determine the pedagogical proficiency of teachers in the English teaching at MA NW Aik Bukak, and the observations were utilized to observe the process of teaching and learning English in the classroom. The results of this study demonstrated that teachers' pedagogical competence was rated as good revealed in the 18 indicators of pedagogical competence. Additionally, the MA NW Aik Bukak teachers' pedagogical proficiency in teaching English was also considered sufficient confirmed from the interview. Researchers advised the teachers to take an attempt to enhance their strategies and competency before and while teaching. They must also employ some engaging techniques in order to increase students' enthusiasm and motivation in learning English.

Keywords: *Pedagogical Competence, Competency, Learning English*

INTRODUCTION

The ability to manage learning, which includes developing, executing, and assessing student learning outcomes, is known as pedagogical competence. Every teacher needs to possess these skills in order to be successful in both teaching and learning. Realizing their potential is one of the difficulties teachers encounter. Many teachers are seen to fall short of their potential because they lack an understanding of their students and the classroom rather than a lack of subject matter knowledge.

According to Mulyasa quoted by Hakim that stated pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential (Hakim, 2015). Pedagogical 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.

In Indonesia, there are certain competency requirements for all professional teachers. Professional standards aim to describe the attitudes, information, and skills that teachers have as experts in their disciplines. Additionally, in order to employ the learning materials that will be designed and presented in practice, they must be able to master them (Ingvarson, 1998). The function of the instructor in a language teaching class depends on the approach or method used since the role of the teacher varies depending on the approach or method. The method used to teach languages today is known as a communicative approach. The communicative approach, according to Sadtono (1987), is a kind of language instruction that focuses on a communicator's capacity to use language appropriately in specific contexts.

Being a teacher is more difficult than most people realize because teacher play an important role in what they do, and how they do in developing their own professional knowledge and practice. They become their students' capital. As a result, students in the classroom like to adopt the attitudes and behaviours of their teachers. To put it another way, a teacher has a lot of duty in his classroom. One of them is that the instructor has a significant influence on both teaching and learning. Their students will be impacted by whatever they say because students pick up on their attitude, if the instructor is cheerful or upset, it will spread among the students. There are many various aspects to teaching languages. A teacher helps, facilitates, and enables learners to have excitement, a good attitude, and motivation towards English (Rahman, 2020).

More specifically, the problem of teacher's in teaching English is usually their lack of knowledge about strategies, models and teaching methods caused by the lack of training (Shelly et al., 2020). Therefore, the study of teachers' competence and performance in language teaching has become an important aspect of effective teaching in every school. The preset research is carried out by the researchers to obtain the accurate data in order to conclude whether the English teachers in common already have had a credible competence (pedagogical competence) and types of challenges they face during teaching and learning process.

Competence in this study is defined as a set of mastered abilities, skills, and attitude, values, that English teachers as the ability to successfully do a task (teaching and educating) as well as the abilities, attitude, and awareness necessary to support the success of learning process. Pedagogical competence is the skill to teach the students where it involves several

strategies prior to teaching, while teaching and after teaching. It is one of the required skill revealed in the rule of law concerning on teacher and lecturer in Indonesia (Ariawan, 2022). As a result, the competence of each teacher possesses will reveal the genuine caliber of teacher. When performing their duties and performing their functions as instructors, these competence will be realized as mastery of the skills, knowledge, and professional attitude (Fitriani et al., 2017).

Review of Literature

There are a number of previous researches that have a concern on investigating ELT teachers' pedagogical competence. Basri (2019) conducted a research by involving EFL students at English Education, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. The main objective of this research was to know the teachers' pedagogical competence in teaching English at SMA Negeri 5 Selayar. The descriptive qualitative method with observation and interview was employed in this study. The result indicated that the teachers have pedagogical competence in terms of pre-teaching (preparation) and during the teaching where they always try to maximize students' engagement toward an effective class. Another research also revealed that the teachers uses a variety of strategies to control a number of factors, including classroom organization, student interaction, teacher responsibilities, classroom language, error correction, and handling diversity (Qodriyah, 2016). Positive result of analysis on teachers' pedagogical competence can also be found in a research conducted by Ramlah (2019) that showed sufficient pedagogical skill in terms of the way teacher guide, manage learning, understand learners, make planning and evaluate learners learn result was possessed by the teachers.

The most recent research also relates the pedagogical skill to the mastery of technology where the research found that teachers tend to assimilate technology to facilitate the students toward effective learning. It was claimed as a pedagogical strategy to facilitate their students and surprisingly the result indicated that the students positively perceive this strategy (Siregar et al., 2020). Several activities are recommended to boost teachers' pedagogical competence such as, but not limited to having discussion with colleagues, joining teacher association forum, attending seminars and workshops, taking courses, doing research, reading relevant sources, surfing and doing team teaching. The ways how the subjects learn cover doing reflection, taking and giving feedback, discussing, broadening knowledge, researching, and problem solving (Kurnia I. et al., 2017).

METHOD

Qualitative research encompasses a wide range of techniques. To guide their work, the researchers used typical interpretative studies (Muhsinin et al., 2022). As part of an interpretive basic research study, it is critical to explain phenomena utilizing data acquired in a variety of ways, such as interviews and observation. The presence of a researcher in this study indicates that the researcher is an important component in the design of data, collection of data, analysis of data, and reporting of data. The researcher will gather the necessary data through a questionnaire in this study. Researcher gathered information for this study from both primary and secondary source where primary data source are those from which researchers collect data directly related to problems of interest. It was conducted through observation and interview to gain the primary data. Three English teachers at one of Islamic school in Lombok were involved as the participants. Secondary data is a source of information that has been gathered to substantiate researchers’ theories about a particular study problem (Sugiyono, 2019). The data were analyzed by using Miles & Huberman (2014) which includes three main steps: data reduction, data display and conclusion drawing/verification.

FINDINGS AND DISCUSSION

After the observation was distributed to the teacher, the researcher was able to find an analysis of the teachers’ pedagogical competence in teaching English. The data can be seen in the following table below:

No	Activities	Teacher		
		A	B	C
1	The English teacher greets when come to the classroom	√	√	√
2	The teacher provides material that is appropriate.	√	√	√
3	The teacher help student develop students abilities	√	√	√
4	The teacher encourages students to study harder	√	√	√
5	The teacher applies the theory of learning when teaching in the classroom.	√	√	√
6	The English teacher convey the competency to be achieved before starting the lesson	√	√	√
7	The English teacher is able to determine learning strategies according to the character of student	√	√	√

8	The English teacher arranges the learning plan according to the selected learning strategy	√	√	√
9	The English teacher used method very well when teaching in the classroom	√	√	√
10	The English teacher carries out conductive learning while learning takes place	√	√	√
11	The English teacher carries out the process evaluation and learning outcomes on an going basis and with various method		√	√
12	The English teacher analyzes the result of the assessment process and the result of learning to determine the level of learning completeness		√	√
13	The English teacher use the results of learning assessment to improve the quality of learning programs	√	√	√
14	The English teachers facilities students to develop a variety of academic potential for students	√	√	√
15	The English teacher facilities student to develop various nonacademic potential of students	√	√	√
16	The English teacher provides the opportunities for student in accordance with their respective ways of learning	√	√	
17	The English teacher guides students during the discussion	√	√	√
18	The English teacher always repeats the material that has been taught, so that student do not easily forget the materials	√	√	√

Based on the table above, the researcher found that the teachers' ability to teach English was very good. Those three teachers have generated the skills or activities revealed in the observation items. As previously explained, the teacher's perception of the ability to teach English also received a very good response. From the results of observation checklist above, it shows that the teacher's pedagogic results are very good where almost all teachers have implemented the pedagogical items provided in the table as the instrument.

In addition to the findings, in the interview, the teachers confirmed that they always prepare materials prior to teaching. They were aware that a good material was correlated to the positive motivation to the students, so it might increase their interest to learn English.

A: "I have to know the material before and I should prepare everything to make the material I give be interesting".

B: "Usually I prepare the material before teaching as good as well as I can".

C: "I prepare it as good as well and then make the material interesting before teaching".

In terms of the process, most of them said that usually they make some games or the material that attract students' attention and motivation

A: " I usually make the students like me before they like the subject to make the students happy to study and the process of the teaching in the classroom will be effective".

B: " Usually I give them some games before teaching, the games is connecting with the material that they study about, and then it will make them more favorable to our material".

C: "I usually give them some games to make the classroom fun and the students will not be bored".

In addition the teachers manage the classroom in teaching English and learning process by making group discussion, games and some conversation.

A: "I manage the classroom in teaching and learning process by making in group discussion when doing conversation".

B: "I manage the classroom by making a group for discussion ".

Some teachers also generate song as the strategy to activate students' engagement in the class. This is one of the effectively-claimed strategy because students are able to memorize some vocabularies.

A: "The strategies that I use in teaching are I usually make a song by vocabularies to make easy to memorize".

B: "The strategies that I use in teaching are giving them games and give them some vocabulary".

According to the data shown from the observation and interview, the researcher found that the teacher's perception of the teacher's ability to teach English was in the good and very good category or it could be said as a positive perception not only in the preparation step, but also while teaching and after teaching. According to self-concept, most of the students' respond interestingly to learn English as it is pivotal to improve their English. Whereas, in the learning process, the classroom management involved technological tools to support their learning toward effective learning. It is accordance with the study Siregar et al.,(2020) where they suggested to generate technology to support teachers' pedagogical skill in creating more engaged and effective class. Teachers' positive responses revealed in the observation and interview result in the present study is also in line with previous study that found English

teachers found it pivotal to be as professional as possible as teachers, so they try to show their best pedagogical skill by maximizing games, song, technology etc. (Firman et al., 2019; Irmawati et al., 2021; Sutarman, 2021).

CONCLUSION

The present research depicts the result of teachers' pedagogical analysis in an Islamic school at Lombok. There teachers were observed and evaluated through an interview. It was found that the teachers have shown an effort to use their pedagogical skill in three steps: preparation, teaching and after teaching. This shows a positive result of evaluation. Furthermore, teachers also tried to generate technological tools to support their teaching in a classroom apart from the use of various strategies such as drilling, games, song etc. It is constructively recommended to teachers use technology devices to improve students' motivation and interest in learning English.

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