

ENGLISH TEACHERS' PEDAGOGICAL COMPETENCE IN REGARD TO PLANNING THE TEACHING AND LEARNING PROCESS

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Article Info	Abstract
Article History Received: February 2022 Revised: March 2022 Published: April 2022	<i>This research is aimed at identifying the English teachers' pedagogical competence in planning the teaching and learning process. The profile of English teachers' pedagogical competence in planning the teaching and learning process was based on the National Standard of Education, in section 28, sub-section 3 points a. The researcher employed the descriptive, evaluative method. The subjects of this research were four English teachers from different schools of Madrasah Aliyah in Kabupaten Enrekang. The purpose of the research was to describe the teachers' pedagogical competence in planning the teaching and learning process. Based on the findings, the four teachers' pedagogical competence in planning the teaching and learning process are in good because they can understand the basis of education, apply learning theories, determine what strategy to use based on the learners' characteristics, and make the lesson plan based on the strategy chosen. Based on the result and discussion, it could be concluded that the four teachers had good quality in terms of pedagogical competence in regard to planning the teaching and learning process. The four teachers realized the importance of the arrangement of lesson plans before teaching the students in the classroom.</i>
Keywords Pedagogical Competence; Planning Teaching; Learning Process;	
How to cite: Hasriani. (2022). <i>English Teachers' Pedagogical Competence in Regard to Planning the Teaching and Learning Process</i> . <i>JOLLT Journal of Languages and Language Teaching</i> . 10(2), pp.161-173. DOI: https://doi.org/10.33394/jollt.v%vi%i.4891	

INTRODUCTION

Instructional approaches in Indonesia's education system, especially in English teaching and learning, have been changed several times, but the optimal result has not been shown yet. In this case, it can show the fact in the field that most students cannot speak English well, and they have low grades in the result of the examination. (Risan et al., 2021)

Teachers play an important role in that process as the key to a successful teaching-learning process. The teacher should be of good quality on this point. The teacher's quality can be seen in her ability to pass on the knowledge she possesses. Pedagogical skills include the ability to plan and improve the curriculum, to improve the interest of the students and the knowledge of the subject by the instructor. To put it another way, the teacher wants pedagogical skills that can make her classroom go well. A good teacher should have sufficient knowledge and skills in teaching; she should also master the subject matter which will be well taught to her students. (Kumalasari *et al* 2017 p.148)

Teachers need to be able to educate the student and facilitate the potential that the students have so they can channel it according to their talent (Kumalasari et al., 2017). Teachers' pedagogical competencies continue to be used to apply the learning process in the classroom in lesson plans. In addition, the teacher needs clear communication in contact with the student so that both the instructor and the students can analyze the study outcome together to perform reflection in order to increase the quality of the learning process for the students. A

teacher's competence is very important in the learning process because the teacher is one of the components that control the learning process. (Kumalasari et al., 2017).

In the 2004 curriculum, it is mentioned that competencies are knowledge, skills, attitude and values manifested in daily way of thinking and behaving (Depdiknas, 2004:4). Competencies can be recognized through a number of learning results and indicators that can be measured and observed. Meanwhile, skills can be gained through learning experiences related to the learning and study materials contextually. E. Mulyasa said that competence was a combination of knowledge, skills, value, and behavior reflected in daily ways of thinking and behaving (Pravitasari & Rimawati, 2020)

Pedagogical competence is the ability of the teacher to manage the education of the students. Pedagogical competence refers to the ability of the teacher to deal with three aspects of teaching skills, namely the planning of the lesson, the implementation of teaching and learning process and the assessment of student learning. Pedagogical competence includes the establishment of a learning apparatus, the implementation of learning and evaluation. In Indonesian Government Regulation No. 74, 2008, Pedagogical competence is the capacity of teacher to handle the learning of students. This means that a competent teacher is the one who has good knowledge of their subject matter and their performance in the classroom because both of them are two important factors in the learning process. Another point is that teachers are people who have an effect on a very active teaching and learning process. All they say should have had an effect on their students. Teachers need the ability to express their awareness of the subject or their awareness of the learning process (Pahrudin et al., 2016)

Teachers' competence is very important in the success of students learning because the teacher is one of the components that have an important role the teaching and learning process. The teacher should have a good ability to understand the students, design and implement the teaching and learning process, evaluate learning outcomes, and develop students' potentials (Sari et al., 2021).

Planning of the learning process deals with how the teachers plan the learning process, including understanding the basis of education, applying learning theories, determining what strategy to use based on the learners' characteristics, and making the lesson plan based on the strategy chosen (Sadilia, S. 2014). In relation to the second sub competence of pedagogical competence, General Directorate of the quality improvement of teachers and education personnel (2010) decided that the second sub competence of pedagogical competence, that is planning the teaching and learning process covers two main points, that are written as the instrument to assess the teachers' pedagogical competence, especially for the second sub competence, they are developing curriculum and understanding the learning theory and also educated learning principles.

Teacher as educator determines the success of an education because they are as central figure in learning. Educators who have good pedagogical competence will be able to understand what is needed and desired by students in the learning process. Therefore, educators are required to improve the quality and the performance of education. A study about pedagogical competence has been conducted, and the result of the study showed that if educators have good pedagogical competence and high work motivation, then the performance of educators will be optimized in a comprehensive manner and more quickly achieved in improving the quality of education. And vice versa, if educators have poor pedagogical competence and low work motivation, the teacher's performance is said to be poor or not qualified. (Hanim et al., 2020)

Considering the importance of teachers' pedagogical competence as stated above, the researcher decided to conduct the study about the profile of some certified English teachers in terms of pedagogical competence to share the information, experience and reference about

teacher competence in regard to planning the teaching and learning process for the teachers and some university students who will become future teachers.

RESEARCH METHOD

Research Design

This research employed a descriptive evaluative method. In this research, the researcher provided a description of English teachers' pedagogical competence in planning the teaching and learning process at Madrasah Aliyah in Kabupaten Enrekang. Planning of learning process deals with how teachers plan the learning process, including understanding the basis of education, applying learning theories, determining what strategy to use based on the learners' characteristics, and making the lesson plan based on the strategy chosen (Sadilia, S. 2014). There were four English teachers from different schools as the subjects of this research. Those four English teachers were chosen as the subjects of this research since they were the certified English teachers from their schools and as the representative of each school.

Instruments

The researcher used two kinds of instruments, namely classroom observation checklist and interview guide. The researcher used a classroom observation checklist to obtain the data by simply watching the participants during the teaching and learning process. The researcher used an observation matrix referring to pedagogical competence. The observation matrix covered some criteria that were scored with a final score 1 to 4. Each score can be categorized as: 4= high (very good), 3= medium (good), 2= low (poor) and 1= very low (very poor). The researcher used a video recorder as the observation device in conducting the observation. In this research, an interview was a purposeful interaction in which the researcher tried to obtain information from the teachers and the students to clarify and support the data from observation. The students chosen as the interviewees were the high, average and low ability students. The researcher chose one student. The interview questions consisted of some structured questions about pedagogical competence. The interview was a semi-structured interview. The researcher asked previously structured questions and would be continued by asking other questions related to the teachers' answers to get the deep data about the variable (Arikunto, 2006:227). In this case, the English teachers' pedagogical competence profile in planning the teaching and learning process. The researcher used a recorder as an interviewing device.

Data Analysis

Descriptive analysis was used in analyzing the data, in which the researcher analyzed the data collected through the instruments previously mentioned. Firstly, the researcher collected the by observing the teaching and learning activity in the classroom, and next the researcher interviewed English teacher and the students. Secondly, the researcher analyzed the data through data reduction in which the researcher summarized, chose the main things, and focused on the important points. After reducing the data, the next step was data display, in which the researcher analyzed and described the data qualitatively. Miles and Huberman in Sugiyono (2009:249) stated that looking at displays helps us understand what is happening and do something-further analysis or caution on that understanding. The last step was conclusion (drawing/verifying) in which the researcher took the conclusion about the result of analyzing the data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The result of the research about the teachers' competence in planning the teaching and learning process is discussed in the following description. It covers two main points; developing the curriculum and understanding the learning theory and educated learning principles.

a. Teacher 1

Based on the result of observation for the second sub-competence, the first teacher's score was 4 (high). It can be said that the first teacher has very good competence in planning the teaching and learning process. Most of the second sub-competence characteristics of pedagogical competence were fulfilled, whether in understanding the learning theory and educated learning principles or developing a curriculum. However, the data from observation was elaborated with the data from the interview.

The researcher asked the first teacher about the components should be included in the lesson plan. This refers to developing curriculum. Here is the data of interviewing the teacher.

R : "Komponen apa saja yang perlu ibu perhatikan dalam penyusunan RPP atau lesson plan"? ("What are the important components you should pay attention to in arranging the lesson plan?")

TI : "RPP, otomatis kalau kita menyusun RPP kita akan berdasarkan dari silabus, jadi RPP itu tersusun dari, ada SK-nya, ada KD, ada indikator, ada tujuan pembelajaran, ada materi, ada metode kemudian ada step-step pembelajaran, tahap-tahap pembelajaran dan diakhiri dengan evaluasi". ("Lesson plan, automatically I arrange the lesson plan based on the syllabus, so lesson plan covers Competence Standard, Basic competence, indicator, learning objective, material, method, and then learning steps and the last evaluation")

The data from interview above shows that the teacher knows the components should be included in arranging the lesson plan. The teacher understands about her duty as the planner before implementing the lesson. She arranges the lesson plan based on the curriculum or syllabus. It covers competence standard and basic competence. The teacher even realizes that she also has to know the learning objectives, learning material, steps and evaluation. Based on the observation, she used to follow the steps in the teaching and learning process. Besides those components, the teacher also has to know about the strategy in implementing certain material.

R : "Bagaimana tentang materi ini Ibu? Bagaimana strategi untuk mencapai tujuan pembelajaran di materi ini"? ("what about this material Mam? What is your strategy in achieving the learning objective in this part?")

TI : "..... ini adalah materi berbentuk narrative yah... taruhlah begini, sebelum mengajarkan naratif ini otomatis kita harus membuat RPP, didalam RPP itu kita tentukan indikator apa yang harus kita capai, tujuan pembelajaran yang akan kita capai nanti bagaimana, kemudian kita juga harus menentukan model pembelajaran dan metode yang akan kita pakai....." ("this is a material of "narrative"... let say, before teaching about narrative automatically we have to arrange lesson plan, in lesson plan we decide the indicators to be achieved, how the learning objective is, and then we also have to decide the teaching and learning model and method will be applied")

The data gained above shows that the teacher knows well the strategy to achieve the learning objective of certain material. The researcher asked the teacher to show her book then asked her to explain the strategy in achieving the objective of the material chosen by the researcher. The teacher then explained it. It can be seen as prove that the teacher really understands well about what to do in achieving the learning objective as the one component in planning the lesson. Telling the students' about the learning objective is one of the important

points in planning the lesson. The teacher realizes that it is very important to tell the students about the learning objective before starting the lesson.

R : *"Apakah ibu merasa bahwa menyampaikan tujuan pembelajaran sebelum memulai pelajaran penting". ("do you think it is important to tell students about the learning objective"?)*

TI : *"Iya penting". ("yes I do, it is important")*

R : *"Kenapa Ibu"? ("why, Mam"?)*

TI : *"Dalam mengajar kan kita, apa sih gunanya kita mengajar kalau kita tidak tahu apa tujuan yang harus kita capai, jadi itu penting untuk memberitahukan kepada mereka bahwa nanti setelah mengajar ini, ini yang harus kalian dapatkan". ("in teaching, what for we teach the students if we don't know what should we achieve, that is why it is important to tell the students that "after learning about this, you will get this"")*

The data above can show that telling the learning objective before starting the lesson is considered by the teacher as important point. She does not only think it is important, but she also usually applies it. Based on the observation on May 12th, 2012, the researcher saw that the teacher told the students about the learning objective. Besides the data of interviewing and observing the teacher, the researcher also gained information from the student by interviewing her.

R : *"Oh yah, apakah guru bahasa Inggris adik ini sering atau pernah menyampaikan rancangan dan tujuan pembelajaran sebelum memulai pelajaran"? ("by the way, does your English teacher usually or ever tells you about the plan and learning objective before starting teaching"?)*

SI : *"Tentu saja sering. Setiap ada mata pelajaran pembahasan baru pasti disampaikan rancangan dan tujuan pembelajaran materi tersebut". ("of course she does. She always tells us about learning objective before we discuss it")*

The data gained from interviewing the student above can support the previous data. The researcher can say that the teacher really applies one of the important points in planning the lesson, which is telling the students about the learning objective. In this second sub-competence, based on the observation, there are many more things the teacher paid attention to in relation to the second sub-competence of pedagogical competence. The teacher reviewed the material in the previous meeting to identify how far the students understanding before starting presenting the new material. The teacher also implemented enjoyable and meaningful activities to encourage the students' activation in learning. Another point is the teacher prepared learning media, such as colorful cards, handout for reading activity, and those were related one another based on the learning objective. Teacher used to ask to what extent is the students' understanding about the lesson and clarified some things when she found that some students still did not understand.

b. Teacher 2

In terms of second sub-competence, the second teacher's score is 3 (medium). She implemented most of the indicators of this second sub-competence, whether in understanding the learning theory and educated learning principle or developing curriculum. Referring to developing curriculum, the first point is about the lesson plan. The lesson plan should be based on the syllabus or curriculum.

R : *"Jadi setiap menyusun RPP Ibu selalu berdasarkan silabus atau kurikulum sekolah"? ("so in arranging the lesson plan it is always based on the syllabus or curriculum"?)*

T2 : *"Iya, tetap berdasar pada silabus dan kurikulum yang digunakan pada saat ini". ("yes, it is based on the syllabus and current curriculum")*

Based on the data from interview above, the teacher arranges the lesson plan based on the syllabus and curriculum of the school. It was also proved by directly seeing the syllabus and lesson plan in the classroom.

Before arranging the lesson plan, the teacher must also know about some components should be included in the lesson plan. The teacher explained about the arrangement of the lesson plan. She said that in arranging the lesson plan, firstly she pays attention to the syllabus then the lesson plan arranged is based on the syllabus.

R : *"jadi komponen apa saja yang perlu diperhatikan dalam penyusunan RPP Ibu?" (".....so what are the components you should pay attention to in arranging the lesson plan"?)*

T2 : *"Dalam menyusun RPP, yang pertama diperhatikan adalah bagaimana isi silabus, kita berpedoman ke silabus, setelah itu kita menyusun RPP sesuai apa yang tercantum dalam silabus". ("in arranging the lesson plan, firstly we have to pay attention to the content of syllabus, it is based on the syllabus, after that we arrange the lesson plan based on the content of syllabus")*

In planning the lesson, the teacher should also pay attention to some points, including the learning strategy of the students. The teacher said in interview that the lesson plan is designed by considering the learning strategy of the students.

R : *"Ini mengenai penyusunan RPP yang tadi, apakah kegiatan pembelajaran Ibu itu disesuaikan dengan usia, kesiapan belajar, atau cara belajar peserta didik?" ("this is about arranging the lesson plan, do you arrange the lesson by paying attention to the students' age, readiness to study, or their learning style"?)*

T2 : *"Yang disesuaikan adalah cara belajar siswa didik, karena kita ini ditingkat SMA kita harus mengikuti tentang silabus yang telah dikembangkan, silabus yang telah digunakan, maka kita menggunakan, siswa itu me... siswa belajar dengan buku yang disediakan". ("I pay attention the their learning styles, because in senior high school level it must be based on the syllabus developed, syllabus used, so it is used, the students.... students learn by using the available books")*

The data above indicates that the teacher follows the syllabus or curriculum of senior high school in which it is suitable for the students learning strategy. That is why the teacher uses the available book from the school to teach the students. The data from observation showed that she used to follow the steps of teaching material. She presented or discussed the material based on the sequence in students' workbook. Besides that, she presented the material and related it to the context of daily life and could be practiced in the classroom.

Another important point in planning the teaching and learning process is learning objective. The teacher should tell the students about learning objective in order that the students can try to reach what they have to gain in learning. When the teacher was interviewed by the researcher, she said that it is very important to tell the students about learning objectives.

T2: *"..... Saya kira itu penting karena kita sebagai guru itu berdasarkan kepada RPP. Nah disitu RPP kita berikan informasi kepada siswa bahwa standar kompetensi yang akan kita capai pada materi ini adalah yang ini. Misalnya dalam bahasa Inggris, mendengarkan, maka kita memberikan bahwa dalam mendengarkan itu tujuannya adalah memahami makna dalam percakapan, atau memahami makna teks fungsional yang berbentuk naratif.....". ("...I think it is very important because as a teacher, we have to follow the lesson plan. In lesson plan, we give information to the students that "the competence standard will be achieved in this material is this". For example, in English, listening, so we tell that that in listening*

section they are hoped to understand the conversation, or understanding the fungsional text in the form of narrative.....”)

Based on the data above, the teacher stated that the teacher must follow the lesson plan, in which one of the components in lesson plan is learning objective. Based on the observation, the teacher prepared some pictures for listening class and then she explained that the learning objective of that activity was to understand the descriptive sentence uttered by the native speaker.

When the reasercher saw the book used by the teacher, she chose one topic then asked the teacher to explain the strategy to reach the learning objective of that topic.

R : “*Bisa saya lihat bukunya Ibu*”? (“may I see you book”?)

T2 : “*Iya*” (“yes, you may”)

R : “*Bagaimana strategi Ibu untuk mencapai tujuan pembelajaran di BAB ini*”? (“what is your strategy to achieve the learning objective of this chapter”?)

T2 : “*Pada BAB ini, narrative, saya berikan siswa-siswi tentang cerita-cerita yang berbentuk naratif karena naratif itu banyak kejadiannya, misalnya kita mempunyai cerita yang lama, atau ide-ide yang lama maka saya suruh siswa untuk mengungkapkan atau dia menceritakan apa yang dilakukan pada liburan yang lalu atau semacam ide-idenya untuk menjelaskan apa yang telah lalu, apa yang telah dikerjakan pada masa yang lalu*”. (“ in this chapter, narrative, I give the students narrative stories because there are many events of narrative, for example we talk about story in the past, or some ideas in the past, so I ask the students to express or retell about their past holiday or I ask their ideas to explain what they have done in the past event”)

The teacher could explain the strategy to reach the learning objective of the topic chosen by the researcher. It can be indicated that the teacher understands about her responsibility to tell the students about the learning objective and what to do. Besides that, the data related to learning objective was also gained from interviewing one of the students.

R : “*Apakah guru bahasa Inggris adik pernah atau sering menyampaikan tujuan pembelajaran sebelum memulai pelajaran*”. (“does your English teacher usually or ever tells you about the plan and learning objective before starting teaching”?)

S2 : “*Sering, karena saya sering disuruh memahami cara mengerjakan soal, menjelaskan proses pembelajaran, dan tugas-tugas yang akan dikerjakan*”. (“yes she does, we are usually assigned to understand the technique of doing task, explain the teaching and learning process, and some assignment will be given”)

Based on the data gained by interviewing the student, the teacher usually tells the students about learning objective before starting the new lesson. The students are given explanation about the technique to do exercise, the learning process and some assignments they will finish.

The data from observation showed that the teacher also implemented few things related to this second sub-competence. She gave the students same chance to involve in the teaching and learning process in which she asked the students to express some expression in giving opinion and practice it based on their understanding. Besides that she used to ask the students whether they understood or not about the lesson before coming to the next activity. She also used to emphasize that English is very important to be learned so that the students would be motivated to learn. She also encouraged the students to learn English by telling the advantages in daily life of learning certain materials. The last point is the teacher gave the same chance to all students to ask question, and she answered then explained it.

c. Teacher 3

Based on the result of observation and interview, the third teacher's score of the second sub-competence is 3 (medium). It indicates that the teacher has good competence in planning the teaching and learning process that covers understanding learning theory and educated learning principle or developing curriculum, just same as the second teacher.

Based on the result of observation, the teacher arranged the lesson plan based on the syllabus and current curriculum. From interview, the third teacher explained about the components should be included in the lesson plan.

R : *".....komponen apa saja yang perlu Ibu perhatikan dalam menyusun RPP?"* (*".....what are the components you should pay attention to in arranging the lesson plan?"*)

T3 : *"Yang paling kita harus perhatikan adalah materi, kemudian kegiatan-kegiatan, karena di dalam kegiatan itu harus kita perhatikan kegiatan awalnya, kegiatan inti dan kegiatan akhir. Dan yang paling kita harapkan adalah kegiatan penilaian, karena tanpa penilaian saya kira pembelajaran itu tidak lengkap..... "* (*"the most important thing is material, and the next is activities, because in the activities we have to pay attention to the initial activity, the main activity and the final activity. And the most we hope is evaluation because without evaluation, I think teaching and learning is not complete"*)

It can be seen in the data above that the teacher said that some important things should be included in planning the lesson. Those components are material, activities, starting from the beginning, main and last activities. She even said that a teacher must pay attention to the evaluation.

In teaching and learning activities, the teacher also pays attention to certain things, including the readiness of the teacher to learn and the students' age. It is also very important in planning the lesson as the second sub-competence of pedagogical competence.

R : *".....apakah kegiatan pembelajaran di kelas Ibu disesuaikan dengan usia atau kesiapan belajar atau cara belajar peserta didik?"* (*".....are the activities arranged by paying attention to the students' age, readiness to study, or their learning style?"*)

T3 : *"Kesiapan belajar dan usia itu saya kira usianya memang sudah... tidak mungkin dia sekolah di MAN kalau memang belum waktu usianya. Kemudian kesiapan belajarnya ya tergantung dari anak didik tersebut, sehingga mempengaruhi kecerdasan dan keaktifan siswa tersebut.... "* (*"readiness to study and age I think they have.... It is impossible for the students to be in MAN if their age is not suitable. And then about the readiness to study, it depends on the students, so it influence on their intelligence and activation"*)

Another important point in the second sub-competence is learning objective. The teacher is obligated to tell the students about the learning objective. Based on the observation, the teacher used to tell the students about the learning objective before starting presenting the material. It was also supported by the data from interviewing the student.

R : *"..... Apakah guru bahasa Inggris adik pernah atau sering menyampaikan tujuan pembelajaran sebelum memulai pelajaran?"* (*".....does your English teacher ever or usually tell you about the learning objective before starting the lesson?"*)

S3 : *"Menurut saya sering,..... "* (*"in my opinion, yes she does"*)

The data above shows that the student admitted her teacher usually tells the students about the learning objective before starting the presenting or explaining the material. It aims at making the students realize what they should do in order to achieve the learning objective at the recent lesson.

There are many more things the teacher implemented related to this second sub-competence. The result of observation showed that she gave the same chance to all students to

involve in teaching and learning process. She made sure that the students understood the material discussed by giving chance to make some examples and or doing exercise. She firstly told the students about the learning objective of material would be discussed in the classroom. Besides that, she also applied different activity in the classroom to motivate the students' learning, in which the students were asked to come forward to do the exercise or task directly in the whiteboard so that they were enthusiastic to understand the case before their name called by the teacher. She also considered the students' understanding about the previous material before moving to the new one. She did not also ignore responding the students' question and answer, and she explained again for the students more understand.

d. Teacher 4

In terms of the second sub-competence of pedagogical competence, same as the second and third teachers, the result from observation shows that the fourth teacher gained score 3 (medium). It can be said that the fourth teacher has good competence. However, the data from observation should be elaborated with the data from interview. Starting from the lesson plan, the fourth teacher said that she has to pay attention certain components in planning the lesson.

- R : "Ok. Ibu, komponen apa saja yang perlu Ibu perhatikan dalam penyusunan RPP"?
 (".....what are the components you should pay attention to in arranging the lesson plan"?)
- T4 : "Paling utama materi yah, kemudian apa yang ingin dicapai, kemudian langkah-langkah yang ditempuh dalam penyajian materi. Nah itu harus sesuai semua dengan kurikulum".
 ("the main thing is material, and next the learning objective, the steps in presenting the material. All must be suitable with the curriculum".)

Based on the data above, the teacher said that the first important component is material, then learning objective, and the steps in presenting the material. She said also that all components in lesson plan must be suitable with the curriculum.

One thing indicating that the teacher can master the material she is going to present or explain is when the teacher can explain the material of certain topic. The researcher asked the teacher to show her the book used by the teacher. After that, she chose one material and asked the teacher to explain the steps in teaching the students for that material.

- R : "Ok. Ibu saya bisa lihat bukunya"? ("Ok, may I see your book"?)
- T4 : "Boleh... boleh... silahkan". ("yes of course, you may. Please")
- R : "Ok, tentang topik yang ini. Bagaimana cara Ibu menyampaikan atau tehnik apa yang Ibu gunakan untuk mencapai tujuan pembelajaran di topik yang ini"? ("ok, about this topic. How do you present or what technique do you use to achieve the learning objective of this topic"?)
- T4 : ".....Jadi biasanya pertama-tama itu saya, kita harus mengetahui tujuan apa yang akan kita capai dalam pembelajaran materi, misalnya degrees of comparison, pertama itu siswa harus tahu apa yang dimaksud dengan comparison, degrees of comparison itu sendiri apa, karena apabila mereka tidak tahu, berarti kan mereka tidak bisa lebih lanjut belajar tentang ini.....". (".....so usually, firstly I, we have to know what objective we will achieve in learning the material, for example, degrees of comparison, firstly the students should know what the degrees of comparison is, because when they do not know, it means it will be hard for them to continue the next activity")

The teacher said that she must also teach the students by considering their readiness to study. It refers to developing curriculum.

R : *"Apakah kegiatan pembelajaran yang Ibu laksanakan disesuaikan dengan kesiapan belajar siswa atau cara belajarnya?"* ("is the learning activity assigned based on the students' readiness to study or learning style?

T4 : *"Disesuaikan dengan kesiapan".* ("based on the readiness to study")

As stated in the previous explanation, that it is very important to pay attention to the learning objective, in this case, the teacher should tell the students about the learning objective before starting the lesson.

R : *".... Apakah Ibu perlu menyampaikan tujuan pembelajaran sebelum memulai mengajar?"* (".....do you think it is important to tell the students about the learning objective before starting the lesson"?)

T4 : *"Iya, perlu. Itu sangat penting.....".* ("yes I do, it is very important")

The data above can show that the teacher thinks it important to tell the students about the learning objective for the recent material. It is important for the students to know about the learning objective of the recent material because the students have to know some rules or structure in learning certain topic. The student also admitted that his English teacher usually tells the students about the learning objective before starting the lesson.

R : *"Ok, apakah guru bahasa Inggris adik pernah atau sering menyampaikan tujuan pembelajaran sebelum memulai pelajaran?"* ("ok, does your English teacher even or usually tell the students about learning objective before starting the lesson"?)

S4 : *"Ya, sebelum memulai pelajaran, Ibu guru memang sudah terlebih dahulu menyampaikan tujuan tentang pembelajaran yang akan dilaksanakan karena indikator-indikator yang akan dicapai oleh siswa itu memang sudah disampaikan oleh guru.....".* (yeah, before starting the lesson, the teacher firstly tells us about the objectives of the learning will be discussed because the indicators should be achieved by the students are informed by the teacher.....")

The student whom interviewed by the researcher said that before starting explaining the material, the teacher usually tells the students about the learning objectives, so they can focus on reaching the objective.

Besides some phenomena above, the researcher also gained the data from the observation related to this second sub-competence. In the classroom, the material presented by the teacher suited with the students' ability in which she used various activities. In identifying the students' understanding, it used to be measured and identified by asking question, and then it was explained again by the teacher for the clearance. In teaching, the teacher used interesting pictures as media to motivate the students learning, and she explained a topic by considering the learning objective.

Discussion

Planning the teaching and learning process deals with how the teacher plans the learning process, including understanding the basis of education, applying learning theories, determining what strategy to use based on the learners' characteristics, and making the lesson plan based on the strategy chosen (Sadilia, S. 2014). Based on the findings, the four teachers have good quality in terms of pedagogical competence in planning the teaching and learning process because they can understand the basis of education, apply learning theories, determine what strategy to use based on the learners' characteristics, and make the lesson plan based on the strategy chosen.

The first important thing in planning the lesson is the teacher has to know the components that should be included in the lesson plan because the arrangement of the

learning program will be in the form of the lesson plan. Hence, the lesson plan is a system consisting of components related to each other, including the steps to reach the objectives and form the competence (Mulyasa, 2009:102). In arranging lesson plans, teachers should make sure that all steps planned for the teaching and learning process should be based on a learning strategy. It is not only made but the teacher should choose a strategy which is then matched with the lesson plan.

Based on the research findings, the four teachers realized how important the arrangement of lesson plans is before teaching the students in the classroom. Teacher 1 knew the components should be included in arranging the lesson plan. The teacher understood her duty as the planner before implementing the lesson. She arranged the lesson plan based on the curriculum or syllabus. It covers competence standards and basic competence. She even realized that she also has to know the learning objectives, learning material, steps and evaluation. Based on the observation, she used to follow the steps in the teaching and learning process. Besides those components, the teacher also has to know about the strategy in implementing certain material (Sadilia, 2014). For teacher 2, in arranging the lesson plan, firstly, she paid attention to the syllabus, then the lesson plan arranged is based on the syllabus. Teacher 3 stated that the lesson plan's components are material, activities, starting from the beginning, main and last activities. In addition, she said that a teacher must pay attention to the evaluation. While according to teacher 4, the important components in arranging the lesson plan are material, the learning objective, and the steps in presenting the material. She also said that all components in the lesson plan must be suitable with the curriculum.

The teacher should not only plan the learning strategy rather than they have to implement the strategy based on the students' needs. Any strategies applied by teachers should be appropriate with the learners' characteristics, competence to be reached, and the material (Oxford, 1990). The researcher found that the four teachers had their own strategy in teaching the students in this current research. However, although they all use their own strategy, the researcher could see that the one who fully attracted the students in learning is teacher 1. She implemented different strategies, even in grouping the students. Her strategy was interesting and made the students enjoy learning—every student was involved in teaching and learning activity.

In developing the curriculum, the teachers should follow the sequence of learning materials with attention to learning objectives and choose learning materials that are in accordance with learning objectives; appropriate and timely, according to age and ability of students' learning level, and can be implemented in the class and in the context of everyday life of students (Sadilia, 2014). Telling the students' about the learning objective is one of the important points in planning the lesson. The teacher should tell the students about the learning objective to try to reach what they have to gain in learning. Based on the findings, telling the learning objective before starting the lesson is considered by teacher 1 as an important point. She did not only think it is important, but she also used to apply it. Teacher 2 also admitted that it was very important for the teacher to tell the students about the learning objective, and teacher 3 admitted as well. Finally, teacher 4 stated that it was important for the students to know about the learning objective of the recent material because the students had to know some rules or structure in learning certain topics.

In certain cases, the four teachers were different in implementing their teaching and learning process. It may be caused by some factors. Factors that affect teacher performance include the level of teacher education, teaching supervision, upgrading programs, conducive climate, facilities and infrastructure, teacher's physical and mental condition, principal's leadership style, welfare guarantee, ability principal managerial, training, providing incentives. (Yamin & Maisah, 2011)

In planning the lesson, the teacher should also pay attention to the learning strategy of the students. The four teachers paid attention to the learning strategy in planning the teaching and learning activities. According to Oxford in *Language Learning Strategy*, learning strategy is divided into direct and indirect. Any strategies applied by teacher should be appropriate with the learners' characteristics, competence to be reached, and the material (Oxford, 1990: 37). Besides that, the teacher must also follow the teaching material and activity steps. The four teachers presented or discussed the material based on the sequence. One more important thing, they presented the material and related it to the context of daily life and could be practiced in the classroom.

CONCLUSION

Based on the result and discussion, the four teachers had different quality in terms of pedagogical competence especially in understanding the students. The scores of the teachers in planning the teaching and learning process were: teacher 1 = 4 (very good), teacher 2 = 3 (good), teacher 3 = 3 (good), and teacher 4 = 3 (good). Based on the result and discussion, it could be concluded that the four teachers had good quality in terms of pedagogical competence in regard to understanding the students. The four teachers realized the importance of the arrangement of lesson plan before teaching the students in the classroom. They also considered that telling the students about the learning objectives before teaching is very important. In planning the lesson, the four teachers paid attention to the learning strategy in planning the teaching and learning activities. The four teachers presented or discussed the material based on the sequence. One more important thing, they presented the material and related it to the context of daily life and could be practiced in the classroom. They also had their own strategy in teaching the students. However, although they all use their own strategy, the researcher could see that the one who fully attracted the students in learning was teacher 1. She implemented different strategy, even in grouping the students. Her strategy was interesting and made the students enjoy learning. Every student involved in teaching and learning activity.

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