

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 Of 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,

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 Agustiadé 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.

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 characteristics of 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 assessment and evaluation skills.

The components of pedagogic competence are as follows;

a. Understanding learners

Learners are everyone who receives influence 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 intelligence, the learners, namely the level of intelligence, creativity, physical disabilities, and cognitive development.

b. Learner development

Learner development is part of pedagogic competence 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 remedial enrichment, and remedial as well as guidance and counselling.

c. Curriculum development

Teachers occupy a central position, because their role is very high 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 to 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 government 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 thinking. 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 make an effort or act of assessment or evaluation. Evaluation is basically giving consideration 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 learning outcomes can be carried out in two stages. First, the short-term stage, namely assessment carried out by the teacher at the end of the teaching and learning 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 example, 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 assessment is called summative 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 an 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 provide many examples, check for understanding, and then 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 a 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 been learnt. So that teaching and learning activity do not feel boring and students are more eager to learn.

2.2.3 Language Teaching

Richards and Numaisa, et al (2022) says that language teaching is a complex issue involving sociocultural linguistics, psycholinguistics, as well as curricular and pedagogical aspects. According to 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 to 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 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.

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 basically the performance or work achieved by the teacher in a certain period. Teacher performance is influenced by several components, 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 practised, 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 who 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 to carry out tasks and improve teacher abilities. For teachers 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 communicating 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 is insufficient, teachers will try to find other income additional income. If teachers 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 objectives, otherwise the limitations of educational facilities will hinder the goals in the teaching learning process.

2.4.6 Discipline at Work

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

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 they 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 researcher found some previous studies that are related to this research, the 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 researched 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. In the analysis, the author uses the descriptive qualitative analysis technique, i.e. written data, observations directly to the place of the place, so in this case the goal of the researcher is to conduct research that thoroughly describes the real situation. The subjects of this study were three English language teachers in SMAN 1 Sanggar, Bima. 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. Forms include: For teachers who understand the characteristics of the students of the teacher, it is

implemented with learning strategies, teaching methods and teaching materials that meet the needs of students. Aspects of teachers' understanding of learning theory and learning principles that foster effective and versatile learning, aspects of curriculum development that are arranged to design learning activities that meet students' needs.

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 study 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.

Furthermore, the last previous research was conducted by Tanjung, (2022) entitled "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. This research involved observation, interview and documentation. Three instruments were used in this study namely observation form, interview form and documentation. This study used Milles and Huberman's data analysis technique which includes three steps namely data reduction, data display and conclusion and reliability test was used to test the validity of the data. Research results indicated that pedagogical competence was in the "fairly good" category, including the ability to manage student characteristics, curriculum development, and communication skills. However, the low pedagogical competencies included the competency of understanding learning theory and the principle of teaching learning, the competency of enhancing learning activities, the competency of developing student potential, and the competency of assessment and evaluation. 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 was more confident to conduct similar research using qualitative analysis research design. However, existing related studies provide information related to this research.