

CHAPTER IV RESULT AND DISCUSSION

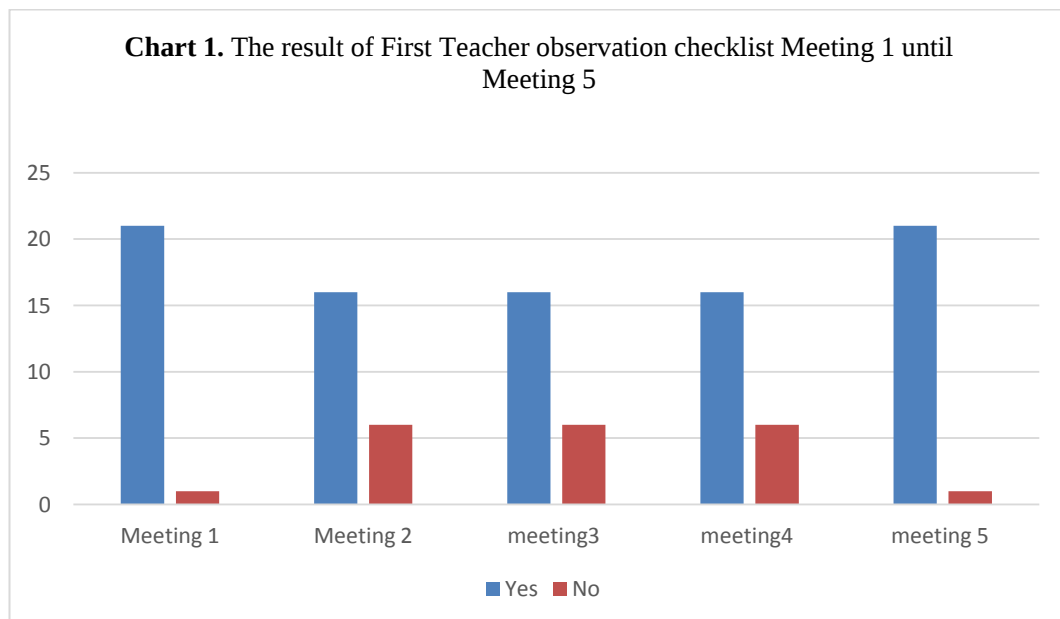
4.1 Research Result

The research was 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. On Monday, 19th February 2024, Thrusday, 22nd February 2024, Monday, 26th February 2024 ,Thursday ,29th February 2024 , Monday, 4th March 2024 observation in class together with English teachers. After making observations, the researcher conducted interviews with the English teacher and principal, in to 4th March 2024, 5th March 2024. After that, the researcher collected data by analyzing data based on the results of interviews and field notes during observation.

To make it easier to understand, the researcher decided to examine Mrs. Dewi S. Zega, S.Pd as the first teacher and Mrs. Henti Putri C. D. Zega, S.Pd as the second teacher.

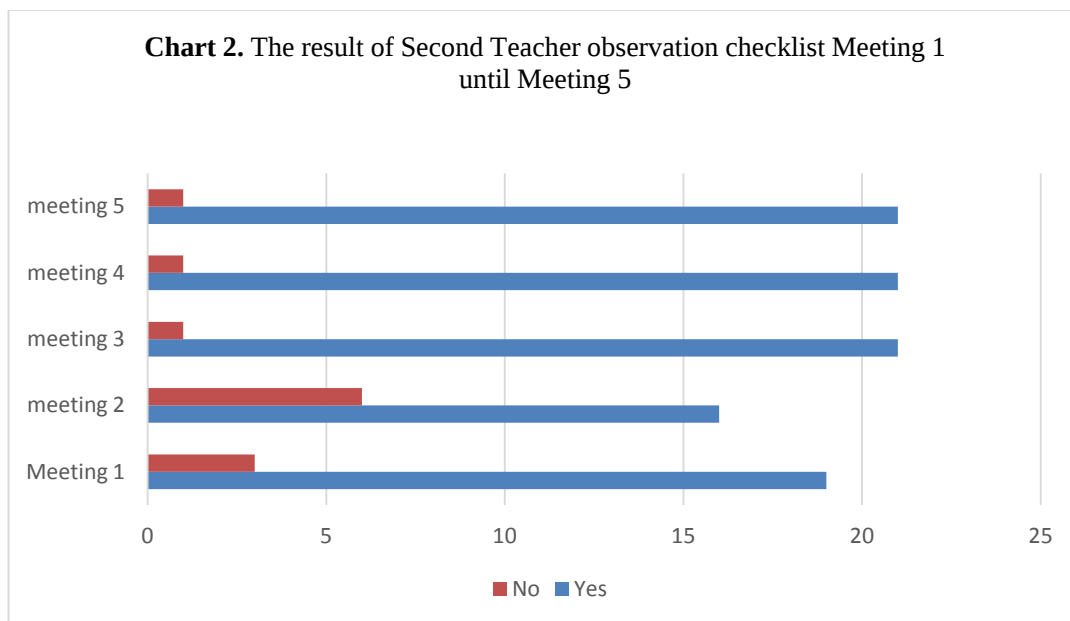
4.1.1 The Result of Observation Checklist.

Checklist is a guideline in observation that contains indicators that are observed, the researcher puts a check mark to determine the presence or absence of something based on the results of his observations (Sanjaya, 2019). The researcher will put a check mark (Yes/√) on the list if the observed object is seen to have the phenomenon expected by the researcher and (No/x) on the list if the observed object is not visible at the time of observation by the researcher, (Yusrina,2020).



Yes	✓
No	×

Metting	Yes	No
1	21	1
2	16	6
3	16	6
4	16	6
5	21	1



Yes	✓
No	×

Metting	Yes	No
1	19	3
2	16	6
3	21	1
4	21	1
5	21	1

Based on the chart above, it can be seen that both English teachers at SMP Negeri 2 Lotu still do not have all the indicators of pedagogic competence. Observation data generated from the checklist observation sheet based on the Regulation of the Minister of National Education Number 16 of 2007.

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.

Chart 3. The Results of Interview

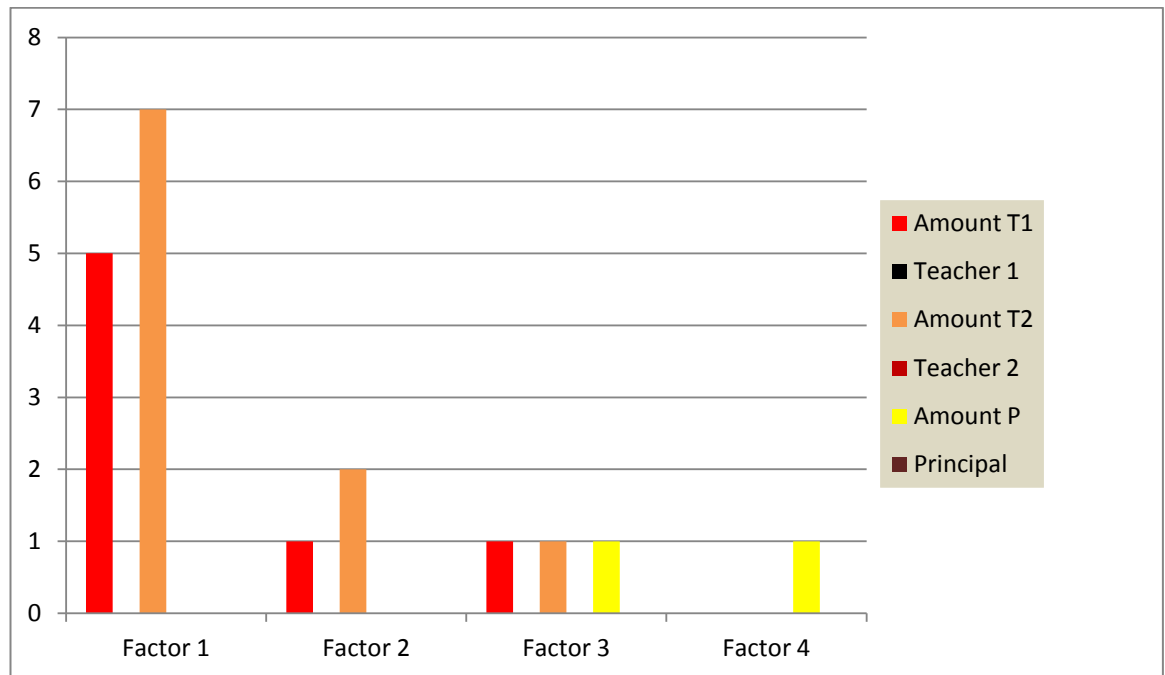


Table 4. Category Guideline

Factors	Amount T1	Teacher 1	Amount T2	Teacher 2	Amount P	Principal
Factor 1	5	TE	7	TE		
Factor 2	1	TI	2	TI		
Factor 3	1	EF	1	EF	1	EF
Factor 4					1	PS

Description:

TE	Teaching Experiene
TI	Teacher Income
EF	Educational Facilities
PS	Principal Supervision

Based on the chart above, it can be seen that the factors that influence the pedagogic competence of the two English teachers consist of four factors, namely teaching experience, educational facilities, teacher income, and principal supervision.

4.2 Discussion of Research Result

4.2.1 The 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, not mastering learning theory and learning principles and developing the curriculum related to the subject taught. 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.

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 pedagogic competence this can be seen in the first teacher checklist observation that did not implement utilizing information and communication

technology for learning purposes, not mastering learning theory and learning principles and developing the curriculum related to the subject taught.

The researcher observed the English teacher in the classroom while teaching English. The researcher used an observation checklist to find out what pedagogic competence 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, did not developing the curriculum related to the subject taught 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 four meeting, but the observation results remained the same with the second meeting observation. And the fifth meeting, 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 competence about developing curriculum. 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 and not mastering learning theory dan learning principles. It is known that technology and learning theory is very important in the world of education, Isrokaton (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 used technology and did not prepare a lesson plan when teaching in class. It is known prepared lesson is one indicator of pedagogic competence to developing curriculum related to the subject taught. After knowing the pedagogic 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 pedagogic competence in accordance with the pedagogical indicators on the observation sheet checklist, but one indicator that was not implemented by English teacher was utilizing information and communication technology for learning purposes.

1.2.2 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 factors that 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 to the English teacher with the result following.

1.2.2.1 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.

1.2.2.2 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 Henti Putri Chandra Damai Zega, 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 students 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 students weaknesses and shortcomings based on each response given by the students, then the teacher also assesses the students 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.

1.2.2.3 The Analysis and Interpretation of the Research Result in Interview Principal

The third interview was conducted with the principal SMP Negeri 2 Lotu, name was Faoziduhu Bawamenewi, S.Pd., M.Si. 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.

4.3 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, facilitating the development students' potential to actualize their various potential, and organizing assesement 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, mastering learning theory and learning principles, developing the curriculum related to the subjects taught.

In the other research, the researcher found some previous studies that are related to this research, compared with the results found by researchers with three previous 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 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' Pedagogic Competence in Teaching English at Junior High School. This research focuses on the pedagogic 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, 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 pedagogic 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 researcher 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, English teachers have had several indicators of pedagogical competence from competencies such as understanding student characteristics, developing student potential, organizing assessment and evaluation of learning processes 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, not mastering learning theory and learning principles, developing the curriculum related to the subject taught 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 be 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 pedagogic competence. However, some indicators of pedagogical competence have been possessed by English teachers at SMP Negeri 2 Lotu, namely mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, mastering learning theory and learning principles, facilitating the development of students' potential to actualize their various potential, organizing assessment and evaluating of learning processes and outcomes.

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, not mastering learning theory and learning principles, developing the curriculum related to the subject taught did not prepare lesson plans when teaching in the classroom from the first meeting to the fifth meeting. 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. Factors that influence this competence are teaching experience. The third competence developing the curriculum related to the subject taught. This competency is divided into fifth competency indicators, namely 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 Factors that influence this competence are Teaching experience, Teacher income.

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 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 influence 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, the 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.