

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching is intimate contact between a more mature personality and a less mature personality and a less mature one which is design to further the education of the latter Morrison, (1943:65) English is an international language used by many people in the world. According to Sipayung and Pangaribuan (2019:27)

English is rapidly gaining status as a global language, because using English the easiest way to communicate with people from other countries about any aspect of human life such as education,science, business,technology, culture and also another aspect that used in Indonesian people. In response to this, therefore, in Indonesia, English very important to mastering.

Being a teacher is not as easy as the people think, because the teachers play an important role in what they do, and how they do in developing their professional knowledge and practice. Teachers can teach the teaching English (Decree of Ministry of Education and Culture number 14, 2005: 40) They become models for their students. Thus the teacher's attitude and behavior would most likely be imitated by their students in the class. In other words, a teacher also carries a big responsibility in her classroom. One reason is that the teachers are people who are very influential in the teaching-learning process. Everything they say would have an impact on their students. If the teacher feels happy or angry, it would be spread among students because their attitude would get contagious for students. Therefore, teachers should bring their students to the objectives to be achieved because all the students depend on them.

People believe that teachers have in-depth knowledge and skills in a particular field of science. However, knowledge and skills are not enough to make them able to teach well. Competence as adequacy for a task or as possession of required knowledge, skills, and abilities. Having a good teacher is demanded by the students themselves because a good teacher can help them to develop and encourage good language learning (Hauston and Howsam in Sari 1972:67).

According to Lefrancois in Asmani (2009:56) Competence is the capacity to do something that results from the learning process. During the learning process, the stimulus will work with memory and cause capacity change to encourage doing something. If the individual can learn how to do a job more complex than ever, there will be a change of competence. Thus it can be interpreted that long-lasting competence that causes the individuals able to perform certain performance.

The researcher knows that teachers must have four competency standards, that is pedagogic competence, personality competence, professional competence, and social competence. But here the researcher focus on pedagogic competence. Lavenged in Salam (2011: 34) stated that pedagogic is is guidance given by adults to minors to reach adulthood. A good teacher should guide students to transfer their knowledge and skills. They also should master the subject matter that would be taught to their students well. So, if the teacher can give their students a very good impact especially in teaching English, it can help for developing students' comprehension in learning. The learners also bring with them an aspect that varies from one individual to another such as motivation, age, personality characteristics (Cook (2008) ; Richards (2015)).

The teachers have competence well based on the curriculum that is the K-13 curriculum. According to Putra in Imam (2014:63) K-13 emphasize greatly in building students characters, developing relevant skill based on students interest and needs, and developing a thematic approach that benefits students cognitive abilities.

As stated previously the researcher conducted observation in SMA Swasta Imelda about Teaching English to one of the English teachers at the school. The researcher was found the troubles that are being faced by the English Teacher in giving English materials in the class. The main problems are not using English while teaching, not using an appropriate method, focusing only on the book instruction, and just giving the learner's assignments without explaining in advance. Consequently, the case made the learners feel bored to study English as a result of lacking creativity during the class.

The reason of choosing the title because a teacher should be an example for students in effective and efficient communication and interaction. Good school environment and community environment. Well, For the problems and reasons stated previously, the researcher wants to obtain valid data by researching the English teacher's competence. It is carried out by the researcher to obtain accurate data to conclude whether the English teachers in common already have had a credible competence or just on the contrary. Finally, the researcher is interested in conducting-research entitled: Teachers Pedagogic Competence in Teaching English on SMK PARULIAN 3 MEDAN based on the K-13 curriculum.

1.2 The Problem of Study

Based on the research explanation above, The writer formulates the problem of study as follow:

1. How teachers pedagogy competence in teaching English based on the k-13 curriculum in SMK PARULIAN 3 MEDAN?

1.3 The Objective of Study

Based on the problem above, the objective of this study as follows:

1. To describe the Teacher's Pedagogic Competence in Teaching English based on k-13 curriculum in SMK PARULIAN 3 MEDAN

1.4 The Scope of the Study

There are four teacher competences: the first pedagogy competence, the second is personality competence, the third is social competence, and the fourth is professionals competence. In this chance, the researcher limits her research. she focuses on teacher pedagogics competence. The researcher conducted the research at SMK PARULIAN 3 Medan. There are many teachers in this school however, the researcher limited her object of study. The participant in this research is English teacher only. The researcher chose two English teachers at SMK PARULIAN 3 Medan.

1.5 The Significances of the Study

This study is expected to give the advantage as follow:

- 1. Theoretically**

This research expected to have a significance contribution to the development of the teachers' pedagogic mpetences based on K-13 curriculum theory, especially for the English teachers.

2. Practically

a. For furthermore the researcher

hopefully, this research can give more information and knowledge related to Teachers' pedagogic competence based on the K-13 curriculum. The reader can give further information and knowledge about teachers' pedagogy competence, the aspect of pedagogy, the function, competence in the K-13 curriculum. These theories can help the reader to identify the teachers' pedagogic in teaching English.

b. English Teacher

The result can be used as information sharing for teachers about teachers' pedagogic competence and how to teach English based on the K-13 curriculum.

c. For the students Hopefully, this research can help to understand about learning that teachers give to the students. So that the learners can know the learning material from the teachers.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This study will focus on the Teachers' Pedagogy competence in teaching English based on the K-13 curriculum. This paper discusses teachers' pedagogic. These teacher's competencies are summarized in four competencies, namely professional competency, pedagogic competence, personal competence, and social competence. This study focuses on teachers' pedagogic competence. The teachers knew about teaching English and students would give their responses and receive the learning. Because many teachers have difficulties when taught the students and make the students able to receive the material in the K-13. Teachers are defined as "people whose jobs or occupation is teaching" in a simple term, teachers' is the one who gives knowledge to students (Djamaroh, 2008:78).

2.2 Definition of Teacher Competence

Teachers are people very influential in the teaching-learning process. A teacher is a "guru" who acts as a guide-towards for the better future of students (Tholkah (2004:90) ; Barizi (2004:67). Therefore, teachers should bring their students to the objective to be achieved. Of the competencies stated previously, the weakness existed especially in professional competency that concerns an indicator scientific.

2.2.1 Definition of UKG (Teacher Competency Test)

Government Regulation Number 74 the Year 2008 concerning Teachers UKG is an exam activity to measure basic competencies about the field of study (subject matter) and pedagogy in the content of the teacher's domain. Basic competence in the field of study by following per under the field of certification study (for teachers who have been approved by educators) and by following per under teacher qualification for educators who have not been certified. The pedagogic competence tested is the understanding of pedagogic concepts in the learning process of the field of study in the classroom.

2.2.2 The Function of UKG (Teacher Competency Test)

The Function of UKG (Teacher Competency Test) the teacher has a strategic position educating the life of the nation. The declaration of teachers as a profession by the President of the Republic of Indonesia in December 2004 strengthened the role of the teachers' implementation of education. Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturer explicitly mandates the existence of ongoing development of the teaching profession as an actualization of a teaching profession. Sustainable Professional Development is carried out for all teachers, both certified and uncertified.

2.2.3 The Purpose of UKG Teacher Competency Exams

The purpose of UKG Teacher Competency Exams is to support the teachers' role in implementing education. Improving teachers providing and improving the quality of education in Indonesia. UKG can also be used to map the goals to each teacher so that important information can be made for the compilation government to take policies related to the material and also strategies in providing the guidance needed by teachers.

The UKG (Teacher Competency Test) was first held in 2014, at the time the graduation standard for UKG was only around 4.7. this is very reasonable because the first time this system has been implemented. However, as explained in the UKG objectives earlier, of course, each year the graduation standard for UKG always increases. In 2015, the UKG graduation standard increased to 5.5, in 2016 it became 6.0 and in 2017 it became 7.0 whereas -in 2018 the graduation standard for UKG will be 7.5 and in 2019 it will be 8.0. Then the UKG (Teacher Competency Test) is very important to be implemented and followed by teachers in Indonesia.

2.3 Definition of Pedagogy

Teacher in carrying out their duties in school, need to have a set of knowledge about how he or she should educate the child. Teachers are not only skilled in delivering learning materials, besides that he also should be able to develop the children's personalities, the character of the child, and develop the conscience of the child. According to Sadulloh (2011:76), pedagogic is a theory and a study that carefully, critically, and objectively develops the concept of the human nature of children, the nature of educational objectives, and the nature of the educational process. In line with that Purwanto (2003:43) revealed pedagogic as a science of knowledge that investigates and ponders about the symptoms of the act of educating. Apart from the opinions of some of the experts above it is clearer. Dario (2013:56) argues pedagogically a discipline that studies the process, objectives, and benefits of educational activities for the development of all individual and group potentials from infancy to adulthood to become citizens who are accountable to society. Based on the definitions that have mentioned before, we can conclude that pedagogic is a set of knowledge about how to educate children.

2.3.1 Aspects of Pedagogy

According to Tilaar (2002:38), Pedagogy has aspects that are an indicator of its development. There are several aspects of the pedagogic aspect of science.

1. Logic aspect

This logic aspect is a basic rule in understanding and identifying problems related to education science systematically.

2. Innovative aspect

Provide a perspective that pedagogic as a science needs to underlie an ability to create

various components in its educational tools as an effort to make updates by following per under the demands of the times.

3. Reflective aspect

These aspects give the new comprehension of the thesis of existing educational thinking to clear up our thinking. It means this aspect gives a provide space to correct the evaluation of existing knowledge to be able to create new and relevant concepts.

Based on the explanation above, some of the aspects above will lead to efforts to form students who are intelligent, creative, and innovative.

2.3.2 The Function of Pedagogy

According to Tilaar (2012:40), Pedagogic a theoretical and practical science have certain functions. The function as follows:

1. Comprehensively understand the nature of humans as subjects of education.
2. Explain and descriptively give instructions about why and how education guides educators should act in educating.
3. Analyze and integrate the findings of the study of various educational phenomena.
4. Developing, it means that pedagogic has the function of continuing past findings and seeks to produce new findings when compared to science-based paradigms, pedagogic has its own characteristics namely having prescriptive functions.

Based on these functions can be understood pedagogical functions understand the phenomenon of education.

2.4 Competence

Competence is the Indonesian language is the word absorption of the English

word competence, which means the ability and skills. These skills and abilities are obtained through education, training, self-learning. According to Auston in Ma'rifatullah (2004: 114) competence is "A description of something that should be done by someone who works in a certain profession."

According to McAhsan in Ma'rifatullah (1981:45) competency is the knowledge, skill, and abilities that a person achieves, which are part of their growth to the extent that they can be satisfying and carry out certain cognitive, affective, and motoric. Spencer (1993:9) said," Competency is a basic characteristic of an individual to criteria for affective ability in all situations.

Based on the explanation the researcher formulates of thinking that refers Law No.14 of 2005, which states that professional teachers are teachers who have criteria based on four competencies that include pedagogic competence, personality competence, professional competence, and social competence. Professional teachers must have the main competence of pedagogic competence because pedagogic competence has an important role in managing the class. Competence is essentially a teacher's ability to manage students learning will affect the ability of teachers in class.

2.4.1 Pedagogic Competence

According to Suryana in Ma'rifatullah (2016:67) The pedagogic competence of the teacher,there are several indicators, including teacher understanding the character of students, teacher understanding learning theory and principle of educational learning, curriculum development, educational learning activities, developing potential students, communication with students, and assessment and evaluation.

Pedagogic competence is the main competence of teachers must have to order to make

learning effective and dynamic. According to the explanation of paragraph 28 in the national standard of education is describe that the ability to manage learners, designing and learning is entended, evaluation of learning outcomes and development of learners to actualize the various potential possessed by teachers so that students can be motivated to learn.

From the explanation above, it can be concluded that the teacher has an important role in the learning process. Therefore, in this research, the researcher want to prove the statement above. The researcher conducts what are Teachers Pedagogic Competence in teaching English.

2.5 Curriculum

The curriculum is the planned interaction of pupils with instructional content, materials, resoscopeources, and processes for evaluating the attainment of educational objectives. In other definition, a curriculum is the total learning experience provided by a school. It includes the contents of courses (the syllabus), the method employed (strategies), and other aspects, like norms and values, which relate to the way in the school to organize. According to Nugraheni (2015:63), the Curriculum is a set of plans and arrangements concerning the purpose, content, and learning materials and how to use a guide for learning activities to achieve specific educational goals.

Marsh in Yulia (2004: 1) Elaborate that curriculum is (a) all planned to learn for which the school is responsible, (b) all the experiences learners have under the guidance of the school, (c) the totality of learning experience provided to the students so that they can attain general skills and knowledge at a variety of learning sites, (d) all the experiences that learners have in the course of living. From that definition, it can be concluded that the

curriculum is a plan that consists of the learning experience provided to students so that they can achieve their learning purposes in terms of skills and knowledge.

2.5.1 The 2013 Curriculum

The curriculum is the most important thing besides teachers and others. the curriculum is used to become the basic concept in education and to be an indicator of the success of education. Hamalik in Hendrik (1990:32) the curriculum is a very important tool to realize and achieve the goal of school education. Indonesia has applied much curriculum for education such as the curriculum 1947, 1952, 1968, 1975, 1984, 1994, 2004 (KBK), 2006(KTSP), and the latest is 2013. And now the education world tries to explore the new curriculum 2013. But here the researcher focus on the 2013 curriculum. The other researchers also said the same thing about the 2013 curriculum, where the implementation of it especially on making students more active was not easy. Dyah (2015:98) that students never got feedback on communicating, the students never did present their work entirely experimenting.

From all the curriculum that exists each has a purpose for the development of Indonesian education. Each curriculum appears as the development of the previous curriculum, and the last curriculum considered to renew curriculum because of its perfection all previous curriculum. The newest curriculum applied in Indonesian education is the curriculum 2013. The implementation of the curriculum in 2013 is started in July 2013. However, it is still for certain schools and levels of education.

2.5.2 The Characteristics Curriculum-13

Curriculum characteristics can be known, among others, from how school and education units can optimize performance, the learning process, management of the learning process, professionalism of teaching staff, and the assessment system. The k-13 curriculum is loaded

with character education. If there is no foundation of this thought it will feel burdened by the amount of work that must be done. This change is marked by the use of a new term in the graduate competency standard (SKL), which is the term core competency or KI. The birth of the concept of KI began with the grouping of core competencies for brush, knowledge, and skills. Initially, there is only one attitude competency formula, but after there is material experience the meaning attitude is distinguished between spiritual attitude and social attitude. KI grouping can be observed in permendigbud number 64 of 2013 concerning basic and secondary education content standards while in permendigbud no 54 of 2013 concerning competency standard of primary and secondary education graduates are not discussed. This needs to be conveyed by reading the two SKL implied attitudes namely spiritual and social attitudes. The following will be explained regarding the characteristics of the 2013 curriculum, as follows.

1. Graduate competency standards

- a. Tiered graduate competency standards the SKL formulated in the 2013 curriculum is arranged in stages, meaning that the competencies of graduates at the level of the school education will be continued and developed. The previous curriculum (2006) was indeed tiered but difficult to identify because there were too many and it seemed that no one had looked carefully.
- b. Integrated character education total integration of character education without changing the flow of the curriculum adopted previously, namely the competency-based curriculum (KBK), which was since 2004. Then centralized schools are known as the education unit level curriculum (KTSP) in 2006 but with a steady flow.

- c. Accommodate all philosophical schools. 2013 curriculum development is not only based on one particular philosophical understanding but is based on many philosophies namely essentialism, perennials. This can be understood because the curriculum in the country is in the downstream of thinking that is not panicky towards one stream alone. From the merging of all existing philosophical streams making the 2013 curriculum is ideal. With the strong will of all parties of course, gradually the goal of national education can be achieved in due course.
- d. Developing the ability to reason, communicate, and create the curriculum 2013 will be considered successful if the graduates can reason, analyze, communicate, and create.

2. Curriculum content and structure

The 2013 curriculum related to content standard reduces the number of subjects but increases the number of hours of study for each subject.

- a. The proportion of competencies for each level, discussion on the signs of

Competency achievement consisting of four areas of attitude, namely spiritual attitude, social attitude, knowledge, and skills (Yani, 2013:52) in the curriculum is still very limited,

- b. Basic framework and curriculum structure 2013 the curriculum was developed on the deserve culture of the Indonesian people and is directed to build a better life. The education process in the 2013 curriculum allows students to develop their potential. The theoretical foundation of the 2013 curriculum refers to standardized and competency-based education. Standardized education is education that established the existence of

national standards as a minimum quality of citizens. While competency-based education is design to develop students' attitudes, knowledge, skill in total.

- c. The 2013 curriculum increases the number of hours of study, the 2013 curriculum has a mission to improve educational performance. The design is to increase the hours of study because to improve competence is not enough time if only provides time as in the previous curriculum. The addition of the number of hours of study does not conflict with the right to life of students, because many in developed countries there is a tendency to increase the hours in the 2013 curriculum is also intended to catch up with the Indonesian nation from developed countries. The 2013 curriculum invites students to study more actively to be able to answer the increasingly stringent challenges of competition in the global world and the free market.

3. 2013 curriculum approach

In the curriculum 2013 taught through a scientific approach this section is a very big change because it can not be just a suggestion but must carry out acculturation among teachers and the school environment. The scientific approach received recommendations from UNESCO related to the concept "the four pillar of education" (Delors, 1996:61) namely learning to know, doing something, living together with others in the overall activities of human life, and learning to be himself.

4. Assessment

In Permendigbud no 66 of 2013 concerning the standard of educational assessment stated that the meaning of authentic assessment carries out to assess, starting from the input, the process of learning expenditure. In the curriculum 2013, there were very many types of assessment instruments that must be used by teachers. Although in the previous curriculum it

has also been directed the 2014 curriculum is even firmer. The policy was taken for the reason of maintaining consistency between the applicable curriculum system. The following is about the techniques and instrument used for competency assessment in Permendigbud no 66 of 2013 as follows :

1. Attitude competency assessment instruments
2. Knowledge competition
3. Competency skills

The curriculum 2013 emphasizes the cognitive, affective, and psychomotor aspects through test-based and complimentary assessment. The new curriculum is applied to all levels of education.

2.6 Previous Research

This study about The Teachers' Pedagogic Competence in Teaching English Based on K-13 has been conducted by several researchers . in this case, the researcher took previous research : The first from the journal of "*Teachers pedagogic competence in teaching English at SMA Sanggar in Bima*", was done by Ma' rifatullah (2019) in English Education of Muhammadiyah University Makassar. The purpose of this research was to determine the Teachers pedagogic competence in Teaching English at SMAN 1 Sanggar. The method of this reserach was qualitative research. The instrument used observation and questionnaire. The similiarity of previous research with this research is from research design. The research design in both of these research is descriptive qualitative research. While the differences in previous research with this research is seen from the theory that used in analyzing data. Previous research used theory of Irwanto while this research uses theory of Tilaar.

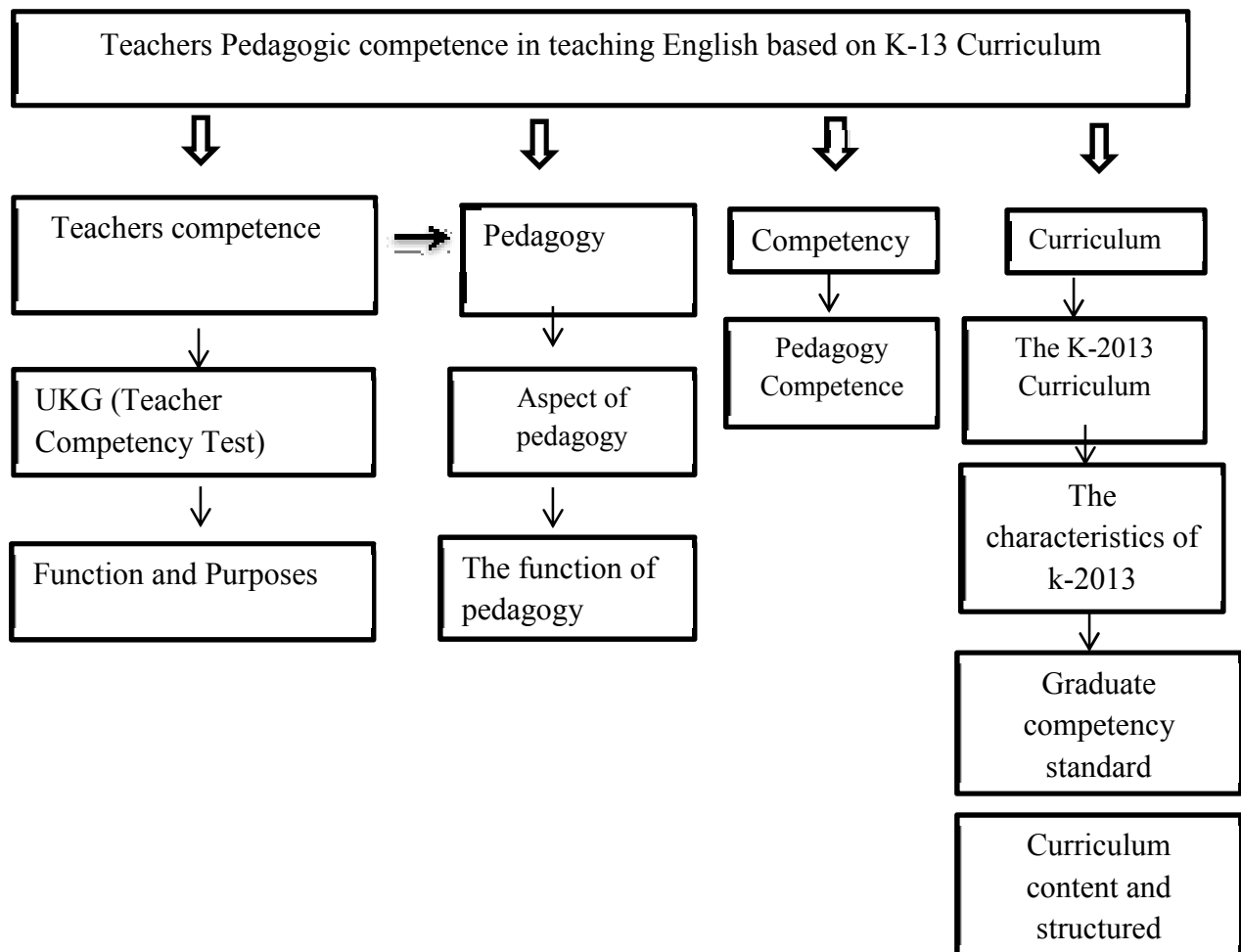
The second from the Journal “*Teachers Pedagogic and professional competence based CLIL-Based primary Schools in the Indonesian Context*”, was done by Arum Puspitasari (2016) in English Education Universitas Negeri Malang. The purpose of this research was to investigate the teachers’ pedagogical competences in teaching English. The method of this reserach was qualitative research. The instrument used questionnaire and interview guide. The similiarity of previous research with this research is seen from research design. The research design in both of these research is descriptive qualitative research. While the differentiate of previous research with this research is seen from theory that used in analyzing data. Previous research used theory of Coyle while this research uses theory of Tilaar.

The third research from the Journal “*Characteristics curriculum 2013 and level curriculum KTSP education*”, was done by Herman Zaini (2015) UIN Raden Fatah Vol.1. The purpose of this research was to assess the similiarities and differences between the curriculum 2013 with the education unit level curriculum. The method of this reserach was qualitative research. The instrument was recording. The similiarity of previous research with this research is seen from research design. The research design in both of these research is descriptive qualitative research. While the differentiate in previous research with this research is seen from theory that used in analyzing data. Previous research used theory of Mulyasa while this research uses theory of Tilaar.

The fourth from the Thesis “*The Implementation of 2013 curriculum in English Lesson at SMP Muhammadiyah 1 Surakarta*”, was done by Hendrik Purnomo (2018) The Muhammadiyah University Surakarta. The purpose of this research was to find out the implementation of 2013 curriculum in English lesson. The method of this reserach was qualitative research. The instrument was interview. The similiarity of previous research with

this research is seen from research design. The research design in both of these research is descriptive qualitative research. While the differences in previous research with this research is seen from theory used in analyzing data. Previous research used theory of Kurniasih. While this research uses theory of Tilaar.

2.7 Conceptual Framework



2013 curriculum
Approach

Assessment

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used descriptive qualitative research. This research design was aimed to explain the teacher's pedagogic competence in teaching English to learners. When they encounter problems during writing.

According to Bogdan and Taylor (2012:81), qualitative methodology as the research procedure descriptive data in the form of written or oral words from people and observable and behavior. Furthermore according to Nawawi (2007:21) Method descriptive is defined as a problem-solving procedure that is investigated with describing/the state of the subject/object of research (a person institutions, communities, and others) at present based on facts that a pear or as is. Finally, suggestions and recommendations were made for future pedagogic competence.

3.2 The Subject of the Research

The Subject of the study involved english as the one who gives competence to the teachers. The strategies of the teacher in providing competence to the students was as the focus of the study. The Subject of the research consists of two teachers in two-class SMK PARULIAN 3 Medan, namely 2 classes X-1 and X-2. It was used to gather pedagogic competence given to the students.

3.3 Data and Source of Data

3.3.1 Data

The data was the result of the instrument of collecting data. So, in this research the data was the result of students' questionnaire of SMK Parulian 3 Medan .

3.3.2 The Source of Data

The source of data from english students. The researcher did the research with English students because the researcher wanted to find out the Teacher's pedagogic competence in teaching english Based k-13 curriculum. The researcher conducted the research with two classes that are X-mia1 and X-mia2 in SMK PARULIAN 3 Medan.

3.4 The Instrument of Collecting Data

The researcher observed some English teachers while teaching English in the classroom. Researcher gave a questionnaire to students as respondents to obtain the data, this questionnaire contains some statements in measuring the ability of the pedagogic competence of teachers.

3.5 The Procedure for Collecting Data

There were several steps that would be employed in conducting this study, among others:

1. The researcher called the teacher online

2. The researcher asked the teacher to teach the students by online
3. The researcher observed the class while filling out the observation sheet that has been provided
4. Conducting interviews to strengthen information from observation, and
5. The researcher gave the questionnaire to students and respondents to obtain the data.

3.6 The Techniques of Analyzing Data

The techniques in analyzing the teachers' pedagogic competence in teaching English based on K-13 Curriculum are:

1. The researcher identified data based on the students' questionnaire about teachers pedagogic competence
2. The researcher classified data or information obtain to be reduced to valid research data
3. The researcher identified the teachers pedagogic competence
4. The researcher clasified the implementation of teachers pedagogic in teaching English based on K-13 Curriculum

