

CHAPTER I

INTRODUCTION

A. Background of The Study

The classroom environment for teaching English as a Foreign Language (referred to as EFL) in Indonesia is shifting from one that is teacher-centered to one that is student-centered, with teachers acting as facilitators and assistants for their students. From the most backward to the most advanced societies, teachers play an essential role as the builders of prospective society members.

Professional teachers are individuals who have the ability, competencies, and expertise in their fields of teaching or who have been educated and highly trained. Not only should they obtain formal education, also they must master various strategies or techniques for teaching and learning activities, as stated in the teacher competence. Educated and trained individuals must not only obtain formal education but also master a variety of strategies or techniques for teaching and learning activities, as well as master the foundations, as noted in teachers' educational competence (Uerz, Volman, & Kral, 2018).

Teachers in Indonesia should qualify as professional and competent educators. According to, Kartowagiran (2011), pedagogical competence, personal competence, social competence, and professional competence earned via professional education are included in teacher competence. Pedagogical

competence comprises the teacher's teaching ability, among other characteristics, which must be able to open and close lessons, such as the activity of opening lessons at the beginning of the lesson or the student meeting with the teacher starting, which is directly related to subject matter delivery. The activity of closing the lesson is performed by the teacher to conclude the core activities of the lesson. A teacher will need to ask questions of the class in a variety of settings, including when delivering a speech and attempting to generate answers from the audience. This is a method for measuring students' comfort in front of an audience.

By establishing between teachers and students, teachers can more easily direct students to encourage and motivate student enthusiasm for learning. Additionally, the instructor should be skilled in the art of elaboration. To explain something to students, a teacher must be able to convey information orally in a manner that is logically arranged to indicate a relationship between one element and another, such as a cause and effect, a definition by example, or an unknown. This will also greatly affect the quality of classroom management (Suci & Mata, 2011).

In the process of developing teachers' pedagogical competence, challenges are arising. The difficulty of teachers transitioning from being instructors to facilitators in order to facilitate the development of skills is becoming the main obstacle (Keller et al., 2020). Other challenges include a lack of awareness of what competencies are, the need to build core skills, and the assessment of these. The responsibility for the quality of education lies with the teacher.

Teaching quality can be realized if teachers in the education and training development program (1) in the form of teacher education content always synergize with the task of developing educational quality in the form of design elements; (2) learning and teaching process; (3) the learning context is based on the nature of the teacher education program. In addition, teachers must optimize their primary responsibilities and build teaching skills, which include: knowledge of the content to be delivered; contextualization level; teacher's ability to do learning; terminal communication skills. This ability is related to self-awareness and efforts to build environmental responsibility and is manifested as a research teacher in action research classes. The purpose of this research is to complete teachers with quality development pathways to develop quality education.

B. Research Problem

This study's problem is expressed as the following research question:

1. How do English teachers' employ pedagogical competence?
2. What is the level of teachers' pedagogical competence?

C. The Aim of The Research

1. To find out the level of teacher pedagogical competence
2. To investigate how English teachers, employ pedagogical competence

D. Clarification of Terms

1. Pedagogical competence

Pedagogical is an expert who guides children towards a certain. In carrying out his duties as an educator at school, a teacher needs to have a set of knowledge about how he should educate children. Teachers are not only skilled in delivering teaching materials, but they must also be able to develop the child's personality, develop the child's character, and develop and sharpen the child's conscience. Pedagogical is a science that examines how to guide children, how educators should deal with students, what the duties of educators are in educating children, what is the purpose of educating children.

Teachers and lecturers stated that pedagogical competence is the ability to manage student learning. This competency is a learning management competence. This competency can be seen in a teacher's ability to plan teaching and learning programs, the ability to carry out interactions or manage teaching learning processes, and the ability to conduct assessments (Rahman, 2014).

2. Teaching English

English lessons are one of the subjects that must be studied in schools in Indonesia. One of the objectives of teaching English subjects in the current curriculum is to develop the ability to communicate in that language both orally and in writing. These abilities include listening, reading, writing, and speaking (Ilyas, 2022).

E. Contribution of The Research

The findings of this study provide a substantial contribution to the following areas:

1. Theoretical

This study would provide a feasible solution and contribute to the body of knowledge on pedagogical competency, which will ultimately contribute to boosting students' learning ability.

2. Practical

This research could assist educators in choosing the optimal teaching technique and evaluating student learning based on their pedagogical expertise.