

Chapter I

Introduction

The goal of this research is to study on teachers' pedagogic competence in the process of English teaching and learning. This chapter will explain the background of research.

Basic Consideration

In Indonesia, English is generally taught as foreign language. The term of "foreign language" in the field of the language teaching is different to the term of the second language. As the foreign language, English is one of the subjects in school with the purpose of basic communicating and master four language skills such as listening, reading, writing, and speaking. English also considered as an important subject because also tested in the national exam (called as UN) with national standard score and became one of the requirements of graduation. Based on the Regulation of Education in 2006 about the National Standard Education (*Undang-Undang No. 23*) in general the purpose of learning English in Indonesia is that students or a student should be able to demonstrate skill listening, reading, writing, and speaking.

In addition, Indonesian's basic principle or also well known with the term *Undang-Undang No. 22* in Regulation of Education in 2006 about the Contents of Standard that the purpose of learning English in Indonesia is directed to students in order their ability and to develop their communicate in verbal form in the context of school, English is important to increase competitiveness in global society and develop some understanding about the relationship between language and culture. Moreover, Wong Har (2008, p. 180) said that in Hong Kong English is the most important foreign language to be learnt for historical, political and economical reason and it has been a compulsory subject in school since the British colonial years.

In order to implement teaching English as foreign language, language education in level it, school is the foundation of a fundamental place to make students able to master English. In relation to this, teacher is the key success to the English teaching and learning. Teacher is expected to show students about how getting knowledge; attitude and values, and skill. Then, launches *the Regulation of Education* in 2005 about the role of teacher and lecturer number fourteen, mentions that the teacher must have the academic qualifications, competency, certificate of health educators, physical and spiritual, as well as has the ability to reach the goal of national education. The basic meaning of competence is the ability or skills.

According to Richards (2011, p. 11) “language teachers teach in many different contexts, and in order to function in those contexts they need to acquire the appropriate contextual knowledge that will enable, for example, an Australian teacher to learn how to be an effective teacher in China or vice versa, or a Singapore teacher how to be effective EFL (English foreign language) teacher in Japan”. When we teach English, we must have in mind the language skills: listening, speaking, reading and writing. In early stages of the language, the focus must be in listening and speaking although students should not be forced to speak as a way to introduce reading and writing, later, when they can be able to recognize concepts in the foreign language.

That is the reason why teachers have responsibility in developing students’ ability of English. One of the importance competences needed by English teacher is pedagogic competence.

Teachers who have pedagogic competence will be able to create an effective learning environment, fun and will be better able to manage the class. Pedagogic competence is a part of four competences which can be separated from the others. Pedagogic competence is an ability of a teacher in managing the learning process of learners. Government, then launches in *Regulation of Education in 2005 about the Role of Teacher and Lecturer (Undang-Undang*

No.14) in chapter explanation article ten paragraph one, mention that pedagogic competence is the capacity in managing learning process of learners.

The purpose of education is not only determined by the school, the structure, the content, and the curriculum, but mostly determined by the competence of teachers who teach and guide the students and pedagogic competence is very important to teacher. Pedagogic is a system of knowledge about the necessary of children's education, because it will be the basic for the practice of educating children. Richards (2011, p. 6) said that pedagogic refers to knowledge that provides a basis for language teaching especially English teaching.

Based on my experience in practice teaching II (on November, 2012) at SMK Gotong Royong, the researcher found their teaching to be more mechanical but lack the pedagogic aspects. The researcher observed that the learning process appeared to show when the learning process students are busy with themselves, when the teachers ask about the lesson she just described, the students were quiet. This showed that the students did not understand what had been taught.

This probably related to what Richards (2011) and Janawi (2012) talk about the importance of teachers' pedagogic competence. Therefore, the researcher would like to investigate more about this issue. Based on the problem, this research is formulated with the title is "a study on teachers' pedagogic competence in the process of English teaching and learning "

Research Question

From the basic consideration above, the question in this research will be how is teachers' pedagogic competence in the process of English teaching and learning at SMK Gotong Royong Telaga?

The Objective of Study

The objective of this research is to describe the teachers' pedagogic competence in the process of English teaching and learning.

The Significance of Research

The significances of study are; first, it helps me understand more about teachers' pedagogic competence especially in the process of English teaching and learning. Second, it helps teachers develop their knowledge about pedagogic competence in teaching English. Third, it helps encouraging students' motivation in learning English in order to make them become independent students and have more experience in using their English. And the fourth is to help the further researchers in order to find more references about study of teachers' pedagogic competence in the process of English teaching and learning

Limitation of the study

This study focuses on the teachers' pedagogic competence especially in English teaching and learning. In addition, the method used in this research is limited to observation and interview with only two English teachers and questioners for students if it is needed

Overview of the Chapters

The parts that are discussed in this research are as follows: Chapter I introduction, chapter II literature review, chapter III methodology of research, finding and discussion chapter IV, V and conclusion chapter.

In the chapter of introduction, it consists of several parts: basic consideration, problem statement, objective of research, and significant of study. In the basic consideration, the researcher discusses about information that related to research issues, and also discuss about

the reasons why the researcher took the issue and chose this topic as research material. Next on the problem statement, the researcher discusses the issues to be studied, and the objective of research the researcher discusses the purpose of this study. Furthermore, is significant of research, in this section the researcher discusses the benefits that can be taken from this study. So, from the introduction of this chapter the readers are able know what are discussed in chapter II.

In chapter II, it discusses the literature review, in this chapter the researcher combines some theories related to the research, and also the theory that can support the ideas in this study. The theories here may be the opinions of the experts and also the opinion of previous researchers.

The next chapter is the methodology of research. In this chapter, the researcher explains about what method used in this study, and what instruments used at the time of data collection.

The next is chapter IV, it consists of finding and discussion. In this chapter, it describes the results of research. This chapter is very important, because by reading this chapter, the readers are able to know how the results of this study.

The last is chapter V, it covers the conclusion and suggestion. The researchers concludes that the teachers' pedagogic competence in the process of English teaching and learning. Besides, it is also describe the conclusion of teachers' pedagogic competence in the process of English teaching and learning.