

**EFL TEACHER'S PEDAGOGICAL COMPETENCE
IN THE STUDENTS' PERCEPTIONS**

THESIS

Submitted in Partial fulfillment of the Requirement

For the Degree of Bachelor of Education

In English Language Education



by:

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Assalamualaikum Wr. Wb

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Wassalamualaikum Wr. Wb.

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DEDICATION

Praise to Allah SWT, the Most Gracious and the Most Merciful,
Sholawat taht never stop to prophet Muhammad SAW. This thesis is dedicated to:

The researcher's parent

“Masturi and Sulasih”

ABSTRACT

Title : EFL Teachers' Pedagogical Competence in the Students' Perceptions
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Pedagogical competence is the ability of a teacher to implement their knowledge to regulate the activities of the teaching and learning process from the beginning to the end that accordance with students needs in order to achieve the objectives of the teaching and learning process. This study is aimed to know the EFL teacher's pedagogical competence in the students' perceptions and the ways EFL teacher developed her pedagogical competence. This study used mixed method in obtaining the data related to the method of collecting data, namely questionnaire and interview. Quantitative is used in acquiring the result of questionnaire, and qualitative is used in acquiring the result of interview. The participants of this study are the students from A class at 8th grade of MTs Kertomulyo which consists of 30 students, the EFL teacher and the headmaster of MTs Kertomulyo. Based on the findings and discussion, the results of this research showed that the EFL teacher's pedagogical competence in the students' perceptions was in *Very Good* criteria. In addition, the EFL teacher developed her pedagogical competence by joining MGMP (Subject Teachers Consultation) program which is performed as one of the professional organization. As one of elements in developing school's reputation, MTs Kertomulyo also support the EFL teachers to develop their pedagogical competence by giving facilities both of teaching facilities or delegating teacher to join the programs of teacher training. Furthermore, pedagogical competence affects to the development of all elements in achieving the goals of education.

Keywords: *EFL Teachers; Pedagogical Competence; Development*

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Researcher



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MOTTO

“Seorang terpelajar harus sudah adil sejak dalam pikiran, apalagi dalam perbuatan”

-Pramoedya Ananta Toer-

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CHAPTER I

INTRODUCTION

A. Background of the Study

Improving the effective of teaching and learning is an essential part of improving the quality of education. Teacher can be considered as one of the most important elements in achieving the good quality of education by his implementation in teaching and learning process. To be a teacher who able implementing teaching and learning process in a professional manner and has good influence is not enough to just rely on known theories, knowledge and skills in a field but the teacher also must have other skills that called competence(Asmani, 2009). Competence can be interpreted as unity of knowledge, skills and behaviors of teachers to implement the effective of teaching and learning. In education itself, there are several competence that has determined by government but the importance one is pedagogical competence.

Pedagogical competence is ability that should be had by the teacher in order to make the good implementation in teaching and learning activities as has been explained in (*PERATURAN PEMERINTAH REPUBLIK INDONESIA NOMOR 74 TAHUN 2008 TENTANG GURU*, n.d.) about teacher that teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating the students on early childhood formal education, primary education and secondary education. It means that the task of teacher is not limited in teaching but the teacher also embracing all aspects needed in teaching and learning activity.

According to Nabila (2018), teacher's competence is influential in giving knowledge to their students during teaching-learning process, as well as the ability to convey knowledge and create learning opportunities for students. It is an organization system of all elements of classroom which engage students' potential and establish to be a good learning process. During teaching-learning process, teacher has several roles as educator, like as motivator, facilitator and evaluator. Teachers should have an ability to convey

their knowledge to the students. Teachers are able to manage efficiently the classroom and have completely responsible for all activities also process occurring in the classroom. In this statement, teachers actually have in-dept competence as sets of knowledge, skill and behavior on the lesson that they teach. One of the lesson is English as a foreign language, most of students has low interest in learning English. They assume that English is a complicated subject, and they get a difficulty to speak in English, understanding every words in English, or even write sentence in English. It also becomes some problems are being faced by the English teachers in giving English materials in the class.¹

As stated previously, as the EFL learners who want to understand the lesson and improve the skills and potencies, students also need to be facilitated in determining their attitudes, knowledge, skills and potencies to achieve their improvement according to their level of age. In the other word, students can acquire what they have to learn by communicating with teacher so that the materials of learning can be understood easily. Teacher also needs to identify the students in order to make a good cooperation in the process of teaching and learning. Teachers should have the competencies affecting the students' achievements and performances in English language teaching.²

According to the Law of Indonesia (*UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 14 TAHUN 2005*, n.d.) about teacher and lecturer in section 1, subsection 10, mentioned that "Competence (capability) is a set of knowledge, competence, and behavior that must be belonged to inspired, mastered by teacher or lecturer in carrying out the task of professionalism" (Syahrul, n.d.). In other words, the competence can be interpreted as a unity of knowledge, skills and behaviors of teachers to create smart action and responsibility in carrying out their duties. It emphasized that teachers is the central figure in the teaching process as the essential quality of education depends on his abilities,

¹ Clara Suci Shelly. & et.al., "An Analysis of Teacher Pedagogical Competence in Teaching English at SMK PGRI 3 Kota Serang", *Universitas Banten Raya*, (Vol. 3, No. 1, 2020), 55.

² Siti Aimah. & et.al., "Building Teacher's Pedagogical Competence and Teaching Improvement through Lesson Study", *Arab World English Journal*, (Vol. 8, No. 1, 2017), 67.

values, and skills. In this point, pedagogical competence includes the ability in designing and developing the learning, developing students' potentials, teachers' knowledge of the subject. In other words, teachers need pedagogical competence that can make their teaching-learning activity go well.

As stated in Indonesian Government Regulation No. 74, 2008 about Teacher stated that pedagogical competence is the ability of teachers in management the learning activity of the learners. It means that the teachers may be called as a competence teacher if they have a good competence in knowledge of their subject and their performance in teaching-learning process. The teachers give impact on very influential in teaching-learning process. Teachers need ability to convey their knowledge about their subject or their proficiencies in teaching-learning process.

Pedagogical competence is the main competence and ability that can be used by teachers to repair the quality of teaching and learning process in classroom because the pedagogical competence can be aimed to find out and to solve the students' problems in teaching and learning activity and improve their achievements to the education can have good quality. Moreover, teachers who have good pedagogical competence certainly able to create an effective of teaching and learning process, and also manage the learning environment because the teachers not only as an instructor who transfer knowledge and skill to students but the teachers also plays as an educator to develop students' skills and potentials even it in academic or non-academic by a strategy or an approach that that accordance with students' need in order to achieve goals of learning so that can produce the nature of education as stated in Indonesian Law No. 20 (2003: 3) about the National Education System that education is a conscious and planned effort to create an atmosphere of teaching and learning process in order to students actively to develop their potentials to have spiritual strength, self-control, personality, intelligence, noble character, as well as skills needed in society, nation, and country.

Because of that, the research is conducted in schools in order to examine the attitudes, opinion and experience of EFL teacher in the implementation of the curriculum in terms of the adequacy of the acquired

pedagogical competencies on the higher education and their application in teaching-learning practice. Pedagogical competence is very highly demanded to be mastered and applied by teacher especially for teacher who teach English subject.

The EFL teacher at MTs Kertomulyo as a research place chosen necessarily should master pedagogical competence then apply beside to educate students well, pedagogical competence also can be used to encourage or raise students' willingness in EFL learning in order to achieve the objectives in teaching and learning activity because there are students still less interest and lazy to learn English. It can be seen from the result of the study of the students who are not yet satisfied in implementing an effective study of EFL learning. This is necessarily to identify the EFL teacher's pedagogical competence. Here, the research will choose the students for the participants to give their view about EFL teaching. So that, from that problems the researcher want to research the graduating paper with the title "EFL Teachers' Pedagogical Competence at MTs Kertomulyo In The View of Students".

B. Reason for Choosing the Topic

Pedagogical competence is the ability of a teacher to carry out his obligation is responsibly and properly. The good competence of teacher, the good ability in teaching and educating will teacher has. Moreover, pedagogical competence is the ability of teachers to implement their knowledge to regulate the activities of teaching and learning process from the beginning to the end that accordance with students needs in order to achieve the objectives of the teaching and learning process. Pedagogical competence refers to performance, knowledge, and skill in teaching and learning process. In the simple term based on Indonesian Government Regulation No. 74 (2008: 6) about teacher state that pedagogical competence is the ability of teachers in management the learning activity of the students.

The researcher choses to study this issue because the researcher argued that the EFL teacher has an important roles in achieving an effective learning. According to (Mayang Sari et al., n.d.), in EFL teaching, teachers should be

able to manage the class, as like giving the appropriate method, understanding students' characteristics, also improving students' skills and potencies. In the other hand, students need to understand the lesson and also they need to improve their skills and potencies by implementing an effective learning to achieve the goals of education. Because of that, EFL teacher's pedagogical competence is need to be investigated by giving questionnaires for students to give their view related EFL teacher's pedagogical competence. Beside that, this study also identifies the way EFL teachers develop their pedagogical competence.

C. Questions of the Research

Based on the background of the study above, the problems of the study are:

1. How is the EFL teacher's pedagogical competence in the students' perceptions?
2. How does the EFL teacher develop her pedagogical competence?

D. Objectives of the Research

In line with the questions of the research, the objectives of this research are:

1. To explain the EFL teacher's pedagogical competence viewed from students' perceptions. The researcher wants to know the students' view of how is the EFL teacher's pedagogical competence. The researcher asks some of students about EFL teacher and its implementation in teaching and learning process. Then, the researcher gives some paper of questionnaires that would be filled by students to collect data related to the EFL teacher's pedagogical competence.

Students as the EFL learners need to understand the theory and method of learning that implemented by EFL teacher. Students also need to know the characteristic of their EFL teacher in implementing the lesson study. So, the students can give their view as the phenomenon in EFL classroom. in this study, the researcher describes the results of the analysis on how is the EFL teacher's pedagogical competence in the students' perceptions. More specifically, the researcher identified several indicators of pedagogical

competence as stated in The Minister of National Education No. 35 (2010). Finally, the researcher wants to find out how is the EFL teacher's pedagogical competence in the view of students from several indicators of pedagogical competence. The researcher collects the data by students as the participants to give their answers in the questionnaires

2. To explain the ways EFL teacher developed her pedagogical competence. The researcher wants to investigate how does the EFL teacher develop her pedagogical competence. The researcher conducts interviews with the interviewee, namely the headmaster of MTs Kertomulyo and the EFL teacher, to collect data related to the ways EFL teachers develop their pedagogical competence.

The EFL teacher who implements the theory and method of learning meets a lot of characteristics of students that obligate the EFL teacher to develop their pedagogical competence to give an appropriate and effective learning. In this study, the researcher describes the results of the analysis on how EFL teacher's way in developing her pedagogical competence by interviewing EFL teacher. More specifically, the researcher conducts an interview with the headmaster of MTs Kertomulyo to investigate the way EFL teachers' pedagogical competence and also to know the facilities of the school to EFL teachers can develop their pedagogical competence. Finally, the researcher wants to find out the way EFL teacher developed her pedagogical competence. The researcher collects the data by asking some structured and planned questions to the headmaster of MTs Kertomulyo and EFL teacher as resource people in an interview session.

E. Significances of the Research

In this research, the researcher is expected to give significant contribution in key terms of theoretical and practical as follows:

1. Theoretical Significance

This research is expected to give some significant contribution for the development of teachers' pedagogical competence especially for the

implementation of EFL teaching. EFL teaching should have an appropriate theory and method for the better teaching and learning process.

2. Practical Significance

a. For the students

By practicing EFL teacher's pedagogical competence, the learners are facilitated to know the lesson and achieve an effective learning. In other hand, students acquire an appropriate method of learning as the level of their age to improve their skills and potencies in EFL learning.

b. For the teacher

The pedagogical competence gives some explanations of the phenomenon systematically education, provide clues about which should be implemented in educating process and as an opportunity to make corrections from themselves in implementing the teaching and learning in the classroom. Moreover, EFL teachers should develop their pedagogical competence to the better knowledge as they are a teacher who should have a competence in education.

c. For the next researchers

For the other researchers, they can use this research paper as the reference for those who want to research EFL teacher's pedagogical competence in the students' perceptions.

F. The Scope of the Study

To avoid misunderstanding about the problems in this research, so the researcher needs to limit the issues discussed in this research. This research focused on researching EFL teacher's pedagogical competence in the students' perceptions. The result is expected to know more about EFL teacher's pedagogical competence in the students' perceptions, also how does the EFL teacher develop her pedagogical competence. The participants are the students in grade VIII of MTs Kertomulyo, the headmaster of MTs Kertomulyo and EFL teacher of MTs Kertomulyo. The research focused on analyzing the EFL teacher's pedagogical competence and its development.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theories related to the problems of this study, which are used for foundations and references to give relevant knowledge in the field. This chapter also presents several similar previous studies. The analysis conducted in this research depends on some theories discussed in this chapter.

A. Some Previous Related Study

There were some similar researches that had a relationship with the research, either national researches or international researches. Relating to this research, the writer will choose five previous researches that are relevant to the research.

The first research was conducted by (Panev & Barakoska, 2015), on the title “The Need of Strengthening The Pedagogical Competencies in Teaching from The English Teachers’ Perspective”. The aim of the research is determining the need for more pedagogical subjects in the initial education study programs for teachers of English. The study is based on the results referring to the quantitative processing of the data through statistical analysis of the answers given by the teachers of English who teach English at primary schools. The respondents are 60 surveyed teachers from 20 primary schools in Macedonia. The objectives of the study are to make a survey about the attitudes of teachers of English in terms of pedagogical courses in higher education curricula, whether they acquire enough general and specific competencies during their study of English language at the universities; in terms of the difficulties encountered in the teaching language process and in terms of strengthening the pedagogical competencies in the study programs at universities through studying more pedagogical subjects. This study used descriptive method, comparative method, analytical method and synthetic method. In accordance with the objectives, the research applies the Surveying, Questionnaire and Scaling in order to determine the level of acquisition of pedagogical competencies in teachers’ initial education and to note the

difficulties encountered as a result of insufficient acquired competencies during the education at the faculties for teachers. The different between those researches with this research was that previous research only focused on determining the need for more pedagogical subjects in the initial education study programs for teachers of English based on the results referring to the quantitative processing of the data through statistical analysis of the answers given by the teachers of English who teach English at primary schools in Macedonia. While in this study, the researcher focused more on the analysis of EFL teachers' pedagogical competence development. The research will explain how do the EFL teachers develop their pedagogical competence.

The second research was done by (Khaing, 2020), with the title "Investigating The Qualities of EFL Teachers from The Perceptions of Students". This research focused on the students' attitudes towards the qualities of a good language teacher in EFL classrooms. This study examines the qualities and competencies that make a good language teacher. The objectives are to identify students' attitude on the qualities of language teachers and to find out the prominent features of a good language teacher. The data are collected from the Third Year English specialization students from Mandalay Universities of Foreign Language. This research is conducted through qualitative and quantitative survey by means of a questionnaire that is adapted from Murdoch (1997). The questionnaire was designed based on three areas: ELT Competencies, General Teaching Competencies, Knowledge and Attitudes. The participants of the research were 40 students from Mandalay University of Foreign Language. The findings of this research were an EFL teachers should possess these qualities and competencies in accordance with the responses from the students. They identify the prominent features that make a good teacher. That's why the ELT Competencies, General Teaching Competencies and Knowledge and Attitude are believed as important characteristics to be a good EFL teacher from the perspectives of students from Mandalay University of Foreign Language. The different between those research with this research was that previous research was aimed to investigate the students' attitude on the qualities and competencies that make a good

language teacher in EFL classroom. while in this study, the research only focus on EFL teachers' pedagogical competence in the view of students.

The third research was done by (Alzebaree & Zebari, 2021), on the title "What Makes an Effective EFL Teacher: High School Students Perceptions". This study was aimed at describing the characteristics of an effective EFL teacher as perceived by Kurdish high school students. Kurdish high school students' give opinions of a good EFL teacher and its significant difference between males and females students in terms of what makes an effective EFL teacher and also a significant difference between high achieving students and low achieving students' perceptions regarding a good EFL teacher. Participants consisted of 122 eleventh grade high school students in Duhok city in Iraqi Kurdistan region. Data were gathered by means of a questionnaire based on Park and Lee's (2006) classification of the characteristics of EFL teachers comprising of three sections: subject matter knowledge, pedagogical knowledge, and socio-affective skills. The data were analysed quantitatively utilizing the statistical computer software SPSS (Version 25). The results revealed that students placed more importance in English proficiency. Furthermore, both males and females had lowest mean scores for English culture. However, no significant difference was found neither between males and females nor between high achieving students and low achieving. The findings indicated that reading English well, managing classroom properly and being confident and having self-control had the highest mean score. This previous research has some similarities with this research. This previous research analyze students' perceptions on effective EFL teacher includes pedagogical knowledge by questionnaires. While this research has the same goals of collecting data in analyzing students' perceptions on EFL teacher's pedagogical competence.

The fourth research was conducted by (Aulia, 2021), on the title "Ways of EFL Teachers in Developing Their Pedagogical Competence". This study aimed at discussing EFL teachers' views in implementing pedagogy as the way of teaching. This study employed a descriptive design with a qualitative approach aimed at describing the ways of EFL teachers developing

their pedagogical competencies. This study was called a review article dealing with pedagogical competence. There were ten research articles as the source of data and it was documentation. The analysis data used content analysis because it attempted to apply cross-analysis to find out the main points among the research articles. The study result shows that in order to make EFL teachers manage the classroom activities, they are required to have a bunch of pedagogy knowledge such as designing material, teaching activities, evaluation, and feedback. Besides that, the mastery and literacy of technology are needed to drive EFL teachers to operate teaching-learning media in the effort to enhance learners towards technology-based learning. Using cultural ways in teaching is the way to close the students with the environment to make them easy in getting the knowledge in theory and practice. This previous research has some similarities with this research. This previous research discussed about EFL teachers' view in implementing pedagogy by reviewing ten articles related to the ways of EFL teachers developing their pedagogical competence. While this research will analyse how do the EFL teachers develop their pedagogical competence.

The fifth research was conducted by (Mayang Sari et al., n.d.), on the title "EFL Teachers' Efforts in Developing Their Pedagogical Competence". The aims of this study were to find out investigate what EFL teachers do in developing their pedagogical competence in teaching implementation, with the English teachers in SMP Xaverius 3 Palembang as a participants of this study. Qualitative method was used in this study. The data gained from interview was analyzed by using thematic analysis. The study applied purposive sampling. The result of the study showed that the English teachers join some activities and programs as the efforts of developing their pedagogical competence. To increase the knowledge of classroom management, teachers usually did induction programs. Teachers also should join many kind of seminars, workshops, short courses or teacher trainings related to teaching in order to develop their knowledge of teaching methods. Lesson study activities are used by teachers to help them making lesson plan. This previous research has some similarities with this research in the contexts of pedagogical

competence development. While this previous research investigate what EFL teachers do in developing their pedagogical competence in teaching implementation, this research also aimed to analyse how do the EFL teachers develop their pedagogical competence.

B. Review of Related Literature

1. EFL Teachers

Teacher is one of the professions that are certified by the government that is owned by someone whose main job which is to teach, beside educating, guiding, directing, train, assess and evaluate students. Teacher has many roles in teaching and learning in order to achieve objectives or goals of education. As has been explained by government perspective in Indonesian Law No.14 (2005) about Teacher and Lecture and in Indonesian Government Regulation No. 74 (2008) about Teacher that teacher is professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood formal education, primary education, and secondary education. Means, the task of teacher is not limited in teaching but the teacher also embracing all aspects needed in teaching and learning activity.

According to (Kirom, 2017) in relation to education as a medium and vehicle for transfer the value system argues that there are five roles and functions of the teacher, namely as conservator (custodian) of the value system which is the source of norms maturity, innovator (developer) of the science value system, as the transmitter (successor) of the value system to the students, transformers (translator) the value system through incarnation in the person and behavior, through a process of interaction with students, as well as the organizer (organizer) creating an accountable educational process in the value system transformation process. It would be related with teacher in teaching English as a foreign language, that teacher needs to have the roles and functions in practicing the learning process.

By definition, the EFL teachers are a person who has obtained a teaching qualification for the English language in a teacher education institution, and whose training has been recognized by the award of an appropriate teaching certificate, and by decree he is officially appointed to teach English as a Foreign Language in accordance with his teaching certificate.

In addition, (Aimah et al., 2017) state that the fact that English is a foreign language in Indonesia, and English is a subject in school curriculum, so that language is not exposed much outside the classroom that made the role of English teacher is significantly in the class. Hence, the EFL teachers are typically non-native speakers who have never spent time in an English speaking country and therefore they hold an essential role to run their work effectively in order to achieve English language learning objectives.

In term of teaching English as foreign language, an English teachers are the main figure that mostly responsible in improving and implementing things related process of English teaching and learning, because they know exactly their roles. So, the perception of English teacher are regarded to have a better assessment to features that teachers should have in order to run their work effectively.

Brown in (Khaing, 2020) stated that a checklist of good language teacher characteristics, is divided into four categories: technical knowledge, pedagogical skills, interpersonal skills and personal qualities. The good qualities that teachers have in teaching english, will lead to a successful EFL teching and learning. A successful EFL teacher claimed to be someone who has a larger knowledge base for she or he will present foreign language and its cross culture proficiency which include understanding, awareness, expertise, and skills. Also they are required to be able to organize and utilize those knowledge efficiently.

According to Richards in (Khaing, 2020), there are six components of teacher knowledge. They are as follow;

- a. Practical knowledge; the teacher's repertoire of classroom techniques and strategies.
- b. Content knowledge; the teacher's understanding of the subject of TESOL.
- c. Contextual knowledge; familiarity with the school or institutional context, school norms, and knowledge of the learners, including cultural and other relevant informations.
- d. Pedagogical knowledge; ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise.
- e. Personal knowledge; the teacher's personal beliefs and principles and his or her individual approach in teaching.
- f. Reflective knowledge; the teacher's capacity to reflect on and assess his or her own practice.

Based on the statement above, a good teacher is required to have the qualities such as, pedagogical knowledge, personal traits and teaching style, in order to achieve an effective and successful EFL teaching in EFL class. Therefore, in language teaching, teachers have different styles of teaching and they can also be classified as native teachers and non-native teachers. Knowledge and competence of the EFL teachers will be an important factor that they should be mastered to the successful of EFL teaching.

2. Competence

According to Indonesian Law No. 14 (2005) about teacher and lecturer in section 1, subsection 10, mentioned "Competence (capability) is a set of knowledge, competence, and behaviour that must be belonging to inspired, mastered by teacher or lecturer in carrying out the task of professionalism". Competence refers to the performance of teachers and act rationally to meet specifications in carrying out educational tasks. Competence has direction and purpose, while performance is the behavior of a real person who is observed by others.

Competence is a combination of knowledge, skills, values and attitudes which are reflected in the habit of thinking and acting. In the teaching system, competencies are used to describe the ability of professionalism in which the ability to demonstrate the knowledge and the conceptualization in a higher level. These competencies can be acquired through education, training and other appropriate experience level of competence (Akhyak et al., 2013). This means that teachers not only have to be smart but are good at transferring their knowledge to the students in order to get a good quality in teaching and learning activity. It can be concluded that teacher competence is the ability of teachers who have competency standards to carry out their task. The competencies possessed by each teacher will show teacher's quality in teaching. These competencies will be realized in the form of mastering knowledge and professionals in carrying out their functions as teacher.

Whereas, according to Darsono in (Jaya et al., 2020); *"Kompetensi ialah perpaduan keterampilan, pengetahuan, kreatifitas, dan sikap positif terhadap pekerjaan tertentu yang diwujudkan dalam kinerja"*. It means that competency is a collaboration of skills, knowledges, and creativity toward the occupation that implemented in a real work's performance. So, for the teachers in the teaching and learning context, teachers should have the skills, knowledges, and creativity toward the implementation of teaching and learning activity.

According to Gordon, as quoted by (Mulyasa, 2007), that there are six aspects or domains contained in the concept of competence, namely as follows;

1. Knowledge, is an awareness in cognitive field, for example the teacher knows how to identify learning needs, and how to perform the learning of the students according to their needs.
2. Comprehension (understanding), is the depth of cognitive and affective owned by individuals, for example a teacher who would carry out the study must have a good understanding of the characteristics and circumstances of learning.

3. Ability (skills), is something that is owned by an individual to perform a task or job assigned to him, such as the ability of teachers to choose and create simple props to provide ease of learning to learners.
4. Values, is a standard of behavior that has been believed and psychologically been fused in a person, for example, the standard behavior of teachers in learning (honesty, openness, democratic, and others).
5. Attitude, is feeling (happy, unhappy, like, dislike) or a reaction to a stimulus that comes from outside, a reaction to the economic crisis, the feeling of the salary increase, and others.
6. Interest, is a tendency of a person to perform an act, such as interest to do something or to learn something.

From the six aspects contained in the concept of competence above, if it explored deeply include four areas of competence that is essential for a teacher namely pedagogical competence, personal competence, social competence, and professional competence. These four types of these competences should be controlled fully by a teacher.

Furthermore, according to government perspective there are four competences of teacher that has been explained in Indonesian Law No. 14 (2005) about Teacher and Lecture that need to be owned namely

a. Pedagogical Competence

Pedagogical competence refers to educational and teaching qualifications. This competence has variety of indicators that should be mastering by a teacher. In the other hand, pedagogical competence includes the ability in designing and developing the learning, developing students' potenciales, teacher's knowledge of subject. In other words, teacher needs pedagogical competence that can make teaching and learning activity go well.

b. Personality Competence

Personality competence refers to personality of teacher's self, it states that personal competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role models for

students and the community, to objectively evaluate their own performance, and develop themselves independently and sustainably.

c. Professional Competence

Professional competence can be observed through the activity of learning that have done. It is related to the statements by Endang Asriyanti defines professional competence as the ability of teacher in mastering the material, concept, and the structure of language.

d. Social Competence

Social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities for a teacher, social competence also needed to support the process of learning.³

From some definition above, the definition of competence in this research is a set of mastery abilities, skills, values and attitudes that must be owned, lived, and controlled by the teachers that come from education and experience. Also, the teachers need to understand the kinds of teachers' competences in performing their teaching duties in professional manner.

3. Pedagogical Competence

a. Definition of Pedagogical Competence

The word "pedagogic" comes from the Greek, namely *paedos* which means a child who is learning something from others who have the knowledge, experience, and expertise better. *Paedos* means someone who performs the duty of teaching, mentoring, coaching professionally on an individual or group of individuals, that growth being personality responsible in the community. These terms are adopted to be used as a science related to the problems of education, learning, and teaching of discipline knowledge of their child, adolescent or adult.

³ Clara Suci Shelly. & et.al., "An Analysis of Teacher Pedagogical Competence in Teaching English at SMK PGRI 3 Kota Serang", *Universitas Banten Raya*, (Vol. 3, No. 1, 2020), 56.

Basically, pedagogical competence is the ability of teacher to manage the education of students. The pedagogical competence of the teacher also can be called as an academic ability of the teacher. Every teacher should have a good quality in pedagogical competence so that the goal of teaching learning can be achieved. Pedagogical competence refers to ability of the teacher to deal with three aspects of teaching ability, namely lesson planning, implementing teaching and learning process, and assessing students' learning.⁴

Pedagogical competence is the ability of a teacher to carry out his obligation is responsibly and properly. The good competence of teacher, the good ability in teaching and educating will teacher has. Pedagogical competence refers to performance, knowledge, and skill in teaching and learning process. In the simple term based on Indonesian Government Regulation No. 74 (2008: 6) about teacher state that pedagogical competence is the ability of teachers in management the learning activity of the students.

From the explanation above, it can be concluded that the pedagogic competence is the ability of a teachers to implement their knowledge to regulate the activities of the teaching and learning process from the beginning to the end that accordance with students needs in order to achieve the objectives of the teaching and learning process. As explained from Qodriyah (2016) opinion, that pedagogical competence is the ability of teachers to manage all the education activity of students in the classroom.

b. Aspects of Pedagogical Competence

Pedagogical competence has some aspects that related to the elements of managing the teaching and learning activity that cooperated between teachers and the learners.

⁴ Nabila Vanesa, "The Study of English Teacher Pedagogical Competence in The Classroom (A Study at SMA Muhammadiyah 1 Padang Academic Year 2017/2018)", *Thesis* (STKIP PGRI Padang Sumatra Barat, 2018), 2.

In the pedagogic competence of teacher according to book of Irwantoro and Suryana (2016) that based on (*National Education No. 35 of 2010*, n.d.) there are several indicators, including;

1. Understanding the Students' Characteristics

Understanding the characteristic of students is very demanded for teacher in carrying out his educational tasks because by understanding the characteristic of students, the teacher can design and implement learning activities that appropriate with the need and situation of students so that the students can develop their knowledge, therefore as a teacher should competent in understanding about his students.

According to The Minister of National Education No. 35 (2010: 146) there are six sub-indicators in understanding the students' characteristic aspects as below;

- Teacher can identify the learning characteristics of each student in the classroom.
- Teacher ensures that all students get same opportunity to actively participate in learning activities.
- Teacher can arrange classes to provide the same learning opportunities for all students.
- Teacher tries to find out the causes of student's behavioral deviations to prevent the behavior from harming other students.
- Teacher helps develop potential and overcome the shortcomings of students.
- Teacher pays attention to students with certain disabilities in order to be able participate in learning activities.

As the effort of implementing the effectiveness of teaching and learning process, the teacher's ability to understand the students' characteristic is influential in achieving the goals of learning. Instructions of learning material will appropriate with students' need when teacher understand the students' characteristic.

2. Mastering Learning Theory and Principles of Education.

Teacher must be able to master the learning theory and principles of education in order to establish various approaches, strategies, methods, and learning techniques that accordance with the characteristic of students so that the students are interested to learn and students can active and achieve more optimal result.

According to The Minister of National Education No. 35 (2010: 147) there are six sub-indicators in mastering learning theory and principles of education aspects as below;

- Teacher gives opportunity for students to master the learning material according to their age and learning ability through the arrangement of learning processes and varied activities.
- Teacher always ensures the level understanding of students towards certain learning materials and adjust the next learning activities based on the level of understanding.
- Teacher can explain the reasons for implementation activity carried out, either appropriate or different from the plan, related to the success of learning.
- Teacher uses various techniques to motivate students' willingness to learn.
- Teacher design the learning activities that irrelated with each other by taking into account the learning objectives and learning processes of students.
- Teacher pays attention to the responses of students who have not / lack to understand the learning material being taught and use it to improve the next learning design.

By the mastering of learning theory and principles of education, the learning will be directed and have the aims to achieve the objectives of implementing teaching and learning as the principles of education.

3. Curriculum Development

Teacher must be able to compiling the syllabus and lesson plan in accordance with the curriculum used, the objectives and learning materials as well as the method used as a guidelines for organizing learning activities to achieve goals certain education.

According to The Minister of National Education No. 35 (2010: 148) there are four sub-indicators in curriculum development aspects as below;

- Teacher can arrange a syllabus in accordance with the curriculum.
- Teacher design a learning plan that accordance with the syllabus to discuss certain teaching materials so that students can achieve the basic competencies set.
- Teacher follows the sequence of learning material by paying attention to the learning objectives.
- Teacher chooses learning material that appropriate with the learning objectives, right and up to date, according to the age and level of learning abilities of students.

The curriculum can be identified as the way of successful in implementing the teaching and learning process. so, in dealing with students' need and motivation in learning, teacher should be able to develop the curriculum as well as the objectives of learning.

4. Educational Learning Activities

In educating learning activity, teacher must be able to implement a learning by used various approach and method that accordance with students' need in order to help students in getting the objectives of the activity, always give the students attention and manage the class effectively without do anything that outside of teaching and learning activity.

According to The Minister of National Education No. 35 (2010: 149) there are eleven sub-indicators in educating learning activity aspects as below;

- Teacher carries out learning activities in accordance with the design that has been prepared in full and the implementation of these activities indicates that the teacher understands the purpose.
- Teacher carries out learning activities that aim to help the learning process of students, not to test so that makes students feel depressed.
- Teacher communicates new information (such as additional material) according to the age and level of learning ability of students.
- Teacher responds to the mistakes made by students as a stage of the learning process, not merely mistakes that must be corrected.
- Teacher carries out learning activities according to curriculum content and relates them to the context of students' daily lives.
- Teacher does variety learning activities with sufficient time for learning activities that are appropriate to the age and level of learning ability and maintain students' attention.
- Teacher manages the classroom effectively without dominating or being busy with his own activities.
- Teacher adjusts learning activities that are designed with class condition.
- Teacher provides many opportunities for students to ask the questions, practice and interact with other students.
- Teacher manages the implementation of learning activities systematically to help the learning process of students.
- Teacher use teaching aids, and / or audio-visuals (including ICT) to increase the motivation to learn in achieving learning objectives.

The teacher's role in teaching and learning activity is very influential to the development of students. So, the teacher should have many various approaches and methods for the motivation and willingness of students in learning activity. All of the methods aspect should be developed to students can acquire the goals of learning.

5. Developing Students' Potential

Teacher has very important role in improving students' potential, teacher needs to be aware to students' potential in order to develop it. Therefore, teacher should design and conduct the learning activity that accordance with students' need.

According to The Minister of National Education No. 35 (2010: 150) there are seven sub-indicators in developing students' potencial aspects as below;

- Teacher analyzes learning outcomes based on all form of assessment of each students to find out the level of progress of each.
- Teacher designs and implements learning activities that encourage students to learn according to their respective skill and learning pattern.
- Teacher designs and implements learning activities to bring out the power of creativity and critical thinking skills of students.
- Teacher actively helps students in the learning process by giving attention to each individual.
- Teacher can correctly identify the talents, interests, potential, and learning difficulties of each student.
- Teacher provides learning opportunities to students in accordance with students learning methods.
- Teacher focuses on interaction with students and encourages them to understand and use the information conveyed.

Every students have potentials that should be founded and developed from the learning materials and methods that they acquired.

So that teacher's roles in guiding and directing in teaching and learning process is influential in developing students' potentials. Teacher should pay attention on the students' potentials and develop it as well as the goals of education.

6. Communicating with Students

Conduct good communication is needed in teaching and learning process. without conduct it or make good interaction between teacher and students in giving message of the material, the teaching and learning will be difficult to accept and understand by students. Teacher should be able to conduct a communication that makes students easy to accept the material and all of the instruction from the teacher.

According to The Minister of National Education No. 35 (2010: 151) there are six sub-indicators in communicating with students aspects as below;

- Teacher use questions to determine understanding and maintain student participation, including providing open questions that require students to answer their ideas and knowledge.
- Teacher gives attention and listens to all the questions and responses of students, without interruption, unless needed to help or clarify the question / response.
- Teacher responds to students' questions in appropriate, correctly, and up to date, according to the learning objectives and curriculum content.
- Teacher presents learning activities that can foster good cooperation between the students.
- Teacher listens and gives attention to all the answer of students both right and those that are considered wrong to measure the level of understanding of the students.
- Teacher gives attention to the questions of the students and responds in a complete and relevant manner to eliminate confusion in the students.

To be a teacher should have good communication because it related to how teacher can deliver and explain the learning material clearly to the students. As the learner, students need to develop their knowledge, skills and behavior by following the learning process. it can be influenced by teacher's communication with students.

7. Assessments and Evaluation

Assessment and evaluation are very important to know the students who have master or not master the learning material and getting to know right or not the method used during teaching and learning process.

According to The Minister of National Education No. 35 (2010: 152) there are seven sub-indicators in assessment and evaluation aspects as below;

- Teacher prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the RPP.
- Teacher carries out evaluations with various techniques and types of assessment about the level of understanding of students, about the level of understanding of learning material that has been and will be learned.
- Teacher analyzes the result of assessment to identify difficult basic topics / competencies so that the strengths and weaknesses of each student are known for remedial and enrichment purposes.
- Teacher utilizes input from students and reflects it to improve further learning, and can prove it through notes, learning journals, learning designs, additional material, etc.
- Teacher makes use of the results of the assessment as material for the preparation of the next learning design.⁵

⁵ (TEACHERS' PEDAGOGIC COMPETENCE IN TEACHING ENGLISH AT SMPN 1 LAMBU (A Descriptive Qualitative Research) A THESIS, n.d.)

Teacher should be able to measure the students' skills and knowledge that have been acquired from teaching and learning process by giving assessment and evaluation. It is the important factor to know the strengths and weakness of students' achievement. From that results, teacher can develop the way of teaching method that can achieve the objectives of learning.

4. Developing Pedagogical Competence

Teacher can be called as a competent teacher if he has a good competence and performance. It is because both competence and performance are the two important factors that EFL teacher needed to conduct successful classroom instructions. According to (Rifatullah et al., 2019), teachers are required to have a certain organizational skills and techniques in managing multitude of tasks and situations that can occur at any time in the classroom. Scrivener makes a very valid point when he said that teachers have to be able to look and read classroom events as they occur and think of possible option. From that point of view, EFL teachers' roles in teaching process determine the students' achievement of learning. EFL teachers also need to develop their competence in pedagogical context.

Pedagogical competence becomes the ability of teachers to implement instructional activities that directly interacting with students with measurable learning outcomes. It means that teachers with good pedagogical competence can understand the difficulties experienced by students in learning material so that students can understand and be avoided from difficulties. So, EFL teachers have the compulsory task to develop themselves in any way of theory and practice for effectively teaching and learning implementation.

There is a need of expanding the English teachers pedagogical competency to maximize the pedagogical function to be fulfilled in a modern world using the foreign language in the teaching process as a tool for an entry to the new resources and innovative techniques of studying

(Panev & Barakoska, 2015). Teaching skill as a part of pedagogical competency required trained teachers as the actor who implement the teaching process that support the success of teaching and learning activities. Based on the result of previous research above, there are various ways the EFL teachers have conducted to develop their pedagogical competencies.

Therefore, Richards and Farrell (2005) suggested that EFL teachers need to develop their profession regularly and need to make changes by engaging in self-reflection and evaluation, developing specialized knowledge and skills about many aspects of teaching, expanding their knowledge base about research, theory and issues in teaching, taking on new roles and responsibilities, such as supervisor or mentor teacher, teacher-researcher, or materials writer and developing collaborative relationships with other teachers. The field of language teaching is subject to rapid changes and language teachers need to maintain the interest, creativity and enthusiasm in their profession.⁶ It refers to develop the pedagogical competence that has many functions to the professional educator that obligated the knowledge and skills.

Developing pedagogical competence is related to increase the ability and knowledge of classroom management, understanding different students' characteristics, knowledge of teaching methods, and knowledge of classroom assessment. In determining those competences, teachers usually did induction programs. Induction program itself means some activities that support teachers introduction into the teaching profession such as, peer work with other new teachers, mentoring by experienced teachers, seminars etc. Those kinds of activities proved to be very beneficial for teachers. Teachers also should join many kind of seminars, workshops, short courses or teacher trainings related to teaching in order to develop their knowledge of teaching methods.⁷ By joining those

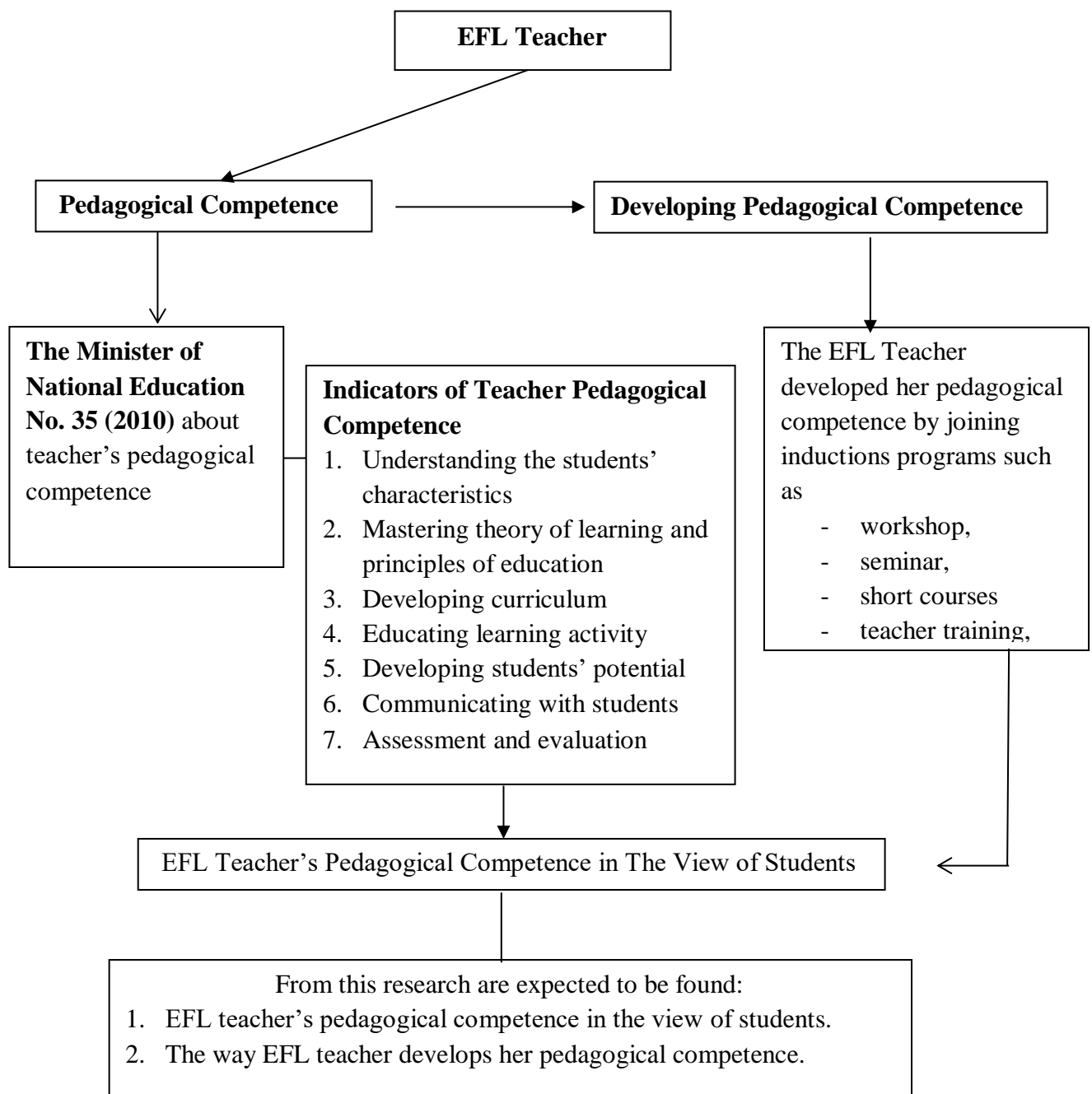
⁷Wulan Mayang Sari & et.al., "EFL Teachers' Efforts in Developing Their Pedagogical Competence", *Jadila: Journal of Development and Innovation in Language and Literature Education*, (Vol. 1, No. 2, 2021), 57.

programs, teachers acquire the ability and knowledge in developing pedagogical competence and they can feel more confident and comfortable in delivering the materials to their students and get a well communication with the students.

C. Conceptual Framework

The conceptual framework is fundamental in research. The conceptual framework is a structure that guides researcher related to research questions, methods for measuring and analyzing research variables.⁸ Furthermore, Svinicki (2010) added that the conceptual framework is the basis for understanding causal patterns or interconnection correlations of various events, ideas, observations, concepts, knowledge, interpretations, and other components of the experience. The conceptual framework is a set of concepts and the clarity of the relationship between these concepts formulated by researchers based on a literature review, by reviewing the theories complied and the results of previous related research. The conceptual framework in this study is as follows:

⁸ Guntur, (*Conceptual_Frameworks_Revised_2010*, n.d.)



The conceptual framework describes the arrangement structure of what are researched in this research. The conceptual framework means the researcher is going to find out the EFL teacher's pedagogical competence in the students' perceptions with some several indicators based on The Minister of National Education Number 35 of 2010 about pedagogical competence and investigate how does the EFL teacher develop her pedagogical competence at

MTs Kertomulyo. This research needs to be done because EFL teacher's pedagogical competence is important to be analyzed how the way EFL teacher when teaching English subject including the ability and knowledge in the implementation of theories and methods in teaching and learning process, as the principles of pedagogical competence and its indicators.

From the previous study, Nurahmah products domains and dimensions of pedagogical competence needed by EFL teachers. This study observed the EFL teachers' pedagogical competence in order to know the EFL teacher's pedagogical competence when teaching English subject which include understanding the students' characteristics, mastering learning theory and principles of educational learning, developing curriculum, educating learning activities, developing students' potential, communicating with students, and assessment and evaluation. Beside that, this research also to know the ability and knowledge of classroom management, teaching method, and classroom assessment.

From this research is expected to be found (1) the EFL teacher's pedagogical competence in the view of students (2) the way EFL teacher develops her pedagogical competence. The researcher will use questionnaire and interview to know EFL teacher's pedagogical competence at MTs Kertomulyo.

CHAPTER III

RESEARCH METHODOLOGY

The formulation of the research methodology is something that very decisive in research as an effort to collect the data needed in the field as well as to function as a framework for thinking of the research itself. Inaccuracies in the use of research methodology will make mistake in the results of research. To avoid overly broad discussion, the writer will focus this research on:

A. Research Types and Approach

The type of this research is quantitative qualitative research. The quantitative qualitative method was chosen as the right method because it represented what the researcher would learn. Quantitative research is a research method that used to study the population or certain samples, data collection used research instruments, data analysis is statistically with the aim of testing established hypothesis.⁹ This research used quantitative method because the method of collecting data is statistical analysis data from the first questions of the research by using close ended questionnaire. Qualitative research is aimed to understand the phenomena about which are observed by research subject, such as: behavior, perception, action, ect., holistically, and by means of descriptions in the form of words and language in a natural context and by utilizing various natural methods (Lexy, 2002). This research used qualitative method because the data collection technique is interview to obtain the variable and valid data from the second questions of the research.

Based on this theory, the writer concludes that quantitative qualitative method can be gathered to be mixed methods as a research method that describes what happens to the object or region studied by means of a description in the form of statistical data analysis and descriptive words that are straightforward and the need to know a complex understanding related the study. A mixed methods research design is most often used when there is an interest both in testing theories or integrating specific theoretical perspective

⁹ Sugiyono, (*Metode Penelitian Kuantitatif, Kualitatif, Dan RD by Prof. Dr. Sugiyono (Tuturilmu.Com)*), n.d.)

while also exploring a better understanding of an experience or process. If the research question cannot be answered just by analyzing quantitative or qualitative data alone, it would be better to use a mixed methods approach.

A mixed method is used as involves the collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to the questions of the research or hypothesis. It includes the analysis of both form of data.¹⁰ This research will conduct the procedures for both quantitative and qualitative method of collecting data and analysis rigorously. Mixed method was chosen because of its strength of drawing on both quantitative and qualitative research and minimizing the limitations of both approaches.

The goal of this research is to know the EFL teacher's pedagogical competence in the view of students. This is quantitative qualitative methods with a mixed methods approach. It explores how the EFL teacher's pedagogical competence in teaching and learning process, and also how the way EFL teacher develops her pedagogical competence.

B. Research Setting and Time

The researcher conducted the research at MTs Kertomulyo, an Islamic junior high school located at Kertomulyo village, Trangkil, Pati. The researcher took A class at grades 8 at the school which consist of 45 women. This research was conducted three days, started on 10 – 12 November 2022.

Furthermore, the researcher chooses the research at MTs Kertomulyo because the researcher is the alumna of the school that researcher knows the state of English teacher in the school. As a student who ever learned at MTs Kertomulyo, the researcher knows how the environment of the school and understand the teachers with their own characteristics when teaching and managing the class. In addition, the researcher hopes that the results of this research can be a reference for English teachers at the school in implementing the appropriate teaching practices based on EFL teachers' pedagogical competence.

¹⁰ Cresswell, 2014 (*Research-Design_Qualitative-Quantitative-and-Mixed-Methods-Approaches*, n.d.)

C. Data Sources

The sources of data in this research are students, EFL teachers and the headmaster of MTs Kertomulyo.

To explore the data related EFL teachers' pedagogical competence in the view of students, this research involves students as the participants to answer the questionnaire. The students are from A class at grade 8 at the school which consist of 35 women. The researcher consider for choosing A class at grade 8 because of the characteristics of students that in middle grade of junior high school. So, the students have knowledge and experience in learning English and they can identify their EFL teacher's way of teaching and learning in the class. The students will give their perceptions on the questionnaire related to the EFL teacher's pedagogical competence.

Then, to explore the data related the ways EFL teachers develop their pedagogical competence, this research conducts an interview that involves EFL teachers and the headmaster of MTs Kertomulyo. The first interviewee for this research is Mrs. Widiya Astuti, S. Pd., an English teacher who teach English subject for A class of eighth-grade students of MTs Kertomulyo. The teacher was chosen for several reasons; first, she graduated from the undergraduate program at IKIP PGRI Semarang, and she was done the selection in MTs Kertomulyo. Second, she has been teaching at MTs Kertomulyo since 2017. Third, she has good in English teaching skills as her study, that is English education. Fourth, she always prepared her lesson plans when she taught in the classroom. Fifth, she has good understanding of students' characteristics such as ability, age, educational and social background, and aptitude. Finally, she has good competence in term of pedagogical competence.

The second interviewee for this research is Mr. Suhadi, S.Ag., the headmaster of MTs Kertomulyo. The headmaster was chosen for several reasons; first, he becomes a headmaster of MTs Kertomulyo since January 2022. Second, as the headmaster, he should know the teachers' movement in developing teachers' competences. The headmaster should know and follow the quality of teachers. It is aimed to increase the quality of teaching and

learning process at the school. Third, the headmaster decides the facility programs of the school to facilitate the teachers who should develop their competences to the development of teachers that affect all of elements at the school. Finally, he can describe the teachers' competence development in term of pedagogical competence.

D. Method of Collecting Data

Data collection techniques are the main purpose of research to obtain the data. By knowing data collection technique, the researcher will get the data that meets established data standards.¹¹ This research uses the quantitative qualitative method. A mixed method is chosen as the right method because it represents what the researcher has learned. This study aimed to describe the result of data processing in the statistical analysis data and the form of words.

In more detail, this study uses the method of questionnaire and interview. These are the appropriate methods for statistical and textual data analysis as the principle of mixed methods. According Creswell, a mixed methods involve the collection of both qualitative (open-ended) and quantitative (close-ended) data in response to research questions and hypothesis. It includes the analysis of both form of data. The procedures for both qualitative and quantitative data collection and analysis need to be conducted rigorously (e.g., adequate sampling, sources of information, data analysis steps).¹² Quantitative qualitative research is research procedures that produce descriptive data from statistical analysis data written or spoken words from people and observable behavior. The data in this study is obtained in the form of numbers and also the data was collected in the form of spoken words which include reports and photograph. This study uses questionnaire and interview as the method of collecting data:

¹¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), 224.

¹² John W. Creswell, *Research Design : Qualitative, Quantitative and Mixed Method Approach – 4th Edition*, (USA: SAGE, 2014), 266.

a. Questionnaire

According to Sugiyono, a questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to answer.¹³ While, questionnaire is a number of written questionnaires that use to get information from the respondent about their self-report or things they know or identify.

The questionnaire that used in this research is close ended questionnaire because the respondents give their opinion toward the questions or statements by choosing the available answer. Close ended questionnaire is defined as question types that ask respondents to choose from a distinct set of pre-defined responses, such as yes/no or among set multiple choice questions. In a close ended form, the participants choose the options based on the statements given. The common format used in the close ended form of the questionnaire related to the attitude scale in survey method is the Likert scale. The points are usually determined by using numerical values from one to four or zero to three.¹⁴ In this research, the points were valued from always, often, seldom and never. In a typical scenario, close ended questions are used to gather quantitative data from respondents.

After doing the learning process, then the writer spread out the questionnaires in the form of paper to be filled in by students. Here, the respondents only give their agreement or disagreement toward items given. In this research, the researcher construct four alternative answers for the scale; always, often, seldom, and never. Based on their perceptions, students choose the correct answer for all of aspects on teachers' pedagogical competence in EFL teaching.

b. Interview

Moleong said that interview is a conversation with a certain purposes which is done by two parties, the interviewer and the

¹³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), 142.

¹⁴ Wiersma, *Research Method in Education (6th ed.)*, Massachusetts: A Simon and Schuster Company, 1995.

interviewee. Additionally, Schunk explained that the interview is when the interviewer asks some questions or problems to discuss and the interviewee gives responses orally.

According to Esterberg, an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic. Donald Ary in his book defined, an interview is one of the most widely used and basic methods for obtaining qualitative data. In conclusion, interviews are used to gather data from people about opinions, beliefs, and feelings about situations in our own words. In this study, the researcher used semi-structured interviews. Because the characteristic this all qualitative interview format share is that the questions are typically open-ended (cannot be answered with a yes or no or simple responses), and the questions are designed to reveal what is important to understand about the phenomenon of the study. The interview is characteristically based on a flexible topic guide that provides a loose structure of open ended questions to explore experiences and attitudes. It has advantage of great flexibility, enabling the researcher to enter new areas and produce richer data (in depth interview).¹⁵

By interviews, researcher can develop questions and decide for themselves which issues to raise. The interview guide focuses on the subject area researched but can be revised after interviews because new ideas have surfaced recently. Although the interviewer aims to get the participant's perspectives, they must remember that they need to control themselves so that research objectives can be achieved and research topic explored. In this study, the writer will conduct an interview to EFL teachers and the headmaster and EFL teachers at MTs Kertomulyo after the teacher doing teaching and learning process. The interviews are about how EFL teacher develop their pedagogical competence in implementation of EFL teaching. The tool to be used in this interview is a smartphone to

¹⁵ Beverley Hancock, et al., (*An Introduction to Qualitative Research The NIHR Research Design Service for Yorkshire & the Humber*, n.d.)

record the interview process, as well as stationery to record important things in the interview.

E. Research Instrument

According to (Zohrabi, 2013) research instruments are the tools needed or used to collect data. Generally, there are various procedures of collecting data. The main instruments used in the mixed method research consist of close-ended, open-ended questionnaires, interviews and classroom observations. These different ways of gathering information can supplement each other and hence boost the validity and dependability of the data. In the main, the quantitative data are obtained through closed-ended questionnaires and the qualitative data are obtained through open-ended questionnaires, interviews and classroom observations.

The techniques of collecting data in this study were closed-ended questionnaire and interview guide. The process of collecting data consisted of three stages. To obtain the data in the field, the researcher employed questionnaire and interview as the instruments.

1. Researcher as instrument

This research uses content analysis to analyze the data, use the researcher as the key instrument. The researcher is helped by the guideline of the theory explained in chapter two about EFL teacher's pedagogical competence.

2. The questionnaire sheets for students were provided to collect the data related students' perception of EFL teacher's pedagogical competence to answer the question of the research number one. Close-ended questionnaire was used by construct four alternative answers for the scale; always, often, seldom, and never. The questionnaire that researcher used is the indicators and sub-indicators based on The Minister of National Education No. 35 (2010) about pedagogical competence of teacher.

The students will answer the question in questionnaire that related to seven indicators of pedagogical competence. Each indicator have some

questions with the following sub-indicators namely; understanding students' characteristic had 6 questions, mastering learning theory and the principles of education had 6 questions, curriculum development had 4 questions, educating learning activity had 8 questions, developing students' potentials had 5 questions, communicating with students had 5 questions, assessment and evaluation had 6 questions. Then, the questionnaire used likert scale that each answers have the level of score, as explained *Always* (4), *Often* (3), *Seldom* (2) and *Never* (1).

3. The interview guideline was provided to interview the EFL teacher and the headmaster of MTs Kertomulyo to gather information needed to answer the question of the research number two. The researchers must obtain valid data so that not just the sources are interviewed. Therefore, the condition of the informants must be clear by the data needs to be able to recognize the correctness of the data. To collect data from information sources (informants), researchers as the main research instrument need assistance instruments. Two types of assistance instruments are commonly used, namely: 1) in depth interview guides or guidelines. This is a short post that lists the information that needs to be gathered. The questions are generally general, requiring long answers. 2) recording tools. The researchers can use recording tools such as tape recorders, cell phones, or video camera to record the results of interviews. The recording tool can be used if the researcher has difficulty recording the results of the interview.

The researcher conducted interview based on the interview procedure as follows;

- a. Identification of participants based on the selected sampling procedure. Participants in this study were EFL teacher and the headmaster of MTs Kertomulyo, Pati. The sampling procedure that researcher used was purposive sampling.

- b. Determine the type of interview to be conducted and what information is relevant in answering the research question. The types of interviews in this study are that the questions are typically open-ended (cannot be answered with a yes or no or simple response), and the questions are designed to reveal what is important to understand about the phenomenon under study.
- c. Prepare an appropriate recording device, such as a mobile phone and good network connection for both the interviewer and the participants.
- d. Check the condition of recording device, for example the battery and mode of mobile phone.
- e. Decide on a place to do the interview. The researcher conducted the interview in the headmaster's office with the headmaster of MTs Kertomulyo and conducted the interview in the EFL teacher's course with the EFL teacher.

F. Data Validation

To keep the data reliable and valid in this study, the writer uses data validation test with triangulation techniques. The triangulation technique can be interpreted as a data collection technique that combines various existing data collection techniques and data sources.¹⁶ Triangulation is a mixture of two or more theoretical views, methodological approaches, data sources, researchers, or data analysis methods. It's further emphasized that the aim of triangulation in qualitative research is to increase the credibility and validity of the results. The model be used in this research is data source triangulation.

The data source triangulation is aimed to obtain reliable and valid data related how do the EFL teachers develop their pedagogical competence. Data source triangulation is used here to obtain the correct information by interviewing the EFL teachers and the Headmaster of MTs Kertomulyo to give

¹⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), 241.

information related the development of EFL teachers' pedagogical competence.

- *Interview with EFL teacher,*

As the first step of exploring data about the way EFL teachers develop their pedagogical competence, interview guideline for EFL teachers is aimed to gather data from EFL teachers to give their information related to the study. The researcher will give some questions related to the EFL teachers' pedagogical competence and how the way EFL teachers develop their pedagogical competence. Then, the EFL teacher gives her information as her knowledge and experience on the pedagogical competence.

- *Interview with the headmaster of MTs Kertomulyo,*

The second step of exploring data about the way EFL teachers develop their pedagogical competence is interview guideline for the headmaster of MTs Kertomulyo. It aimed to verify the data interview from EFL teachers related the study. Here, the researcher gives some questions to the headmaster related to the EFL teachers' pedagogical competence at MTs Kertomulyo and how MTs Kertomulyo gives facilities to the EFL teachers who develop their pedagogical competence. Then, the headmaster gives his observation and information objectively.

G. Method of Analyzing Data

Data analysis is the process of systematically searching for and compiling data obtained from interview and questionnaire, by organizing data into categories, breaking down into units, synthesizing, organizing into patterns, choosing what is important and that will be studied, and make conclusions so that they are easily understood by themselves and others.¹⁷

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), 243.

This study used the quantitative qualitative method. In quantitative method, tabulation means grouping activities into a table frequency to ease the researcher to analyzing the data. The tabulation activities are coding and scoring.

1. *Coding* is giving code at every single edited data.
2. *Scoring* is giving score into every single answer of the respondent to obtain the quantitative data for scoring. This research used Likert Scale.

The answer modification is Always=4, Often=3, Seldom=2, Never=1.

After that, the next step is description analyzing the errors. The researcher will use quantitative analysis technique to describe errors in the table score, and the formula is as follows;

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X = Total Score

$\sum X$ = Sum of all scores

N = total number of questions

This formula was used by researcher to analyze the questions include in the questionnaire to find out the average count of all numbers of the questions. It made general conclusion of this research. To determine the score of interpretation criteria, the researcher will use the formula as follows;

Table 3.1
Score and Criteria table

Score	Criteria
0 – 24	Very Bad
25 – 48	Bad
49 – 72	Fair

73 – 96	Good
97 – 120	Very Good

While, in the qualitative method, the researcher analyzes the data descriptively. There are six steps to analyze the qualitative data. Particularly, it is applied in this research as the following steps;

Step 1: *Collecting Data.* In this step, the researcher has interviewed the headmaster and EFL teacher to get data on how EFL teachers develop their pedagogical competence. the researcher collected voice notes from the headmaster and EFL teacher.

Step 2: *Preparing and Organizing Data.* After collecting the data, the researcher has prepared and organized the data before proceeding to the next steps. After collecting data from interview, the researcher identifies and takes important points to highlight data that answers research question related to how EFL teachers develop their pedagogical competence.

Step 3: *Reading All the Data.* After all the data was collected, the researcher reads all the data to get information as much as possible. While reading the data, the researcher can give notes in the data.

Step 4: *Coding the Data.* In this step, the researcher begins to analyze the data. This step also identifies which information needs to be used in this research or needs to be refused. For example, when the researcher conducts the interviews and copies them into the text, the researcher selects only the answers that are needed.

Step 5: *Interpreting the Findings.* The analyzed data explained in chapter 4 of this study's findings and discussion. The finding relates to the theory, which is mentioned in chapter 2.

Step 6: *Concluding the Data.* The last step in analyzing data is to conclude the whole research after analyzing data is done and presented from the description.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the results finding based on the data gained from the questionnaire and interview. The research findings answer the question of the research by enclosing evidence of the research.

A. Findings

1. EFL Teacher's Pedagogical Competence in the Students' Perceptions

From 40 items of question that includes 7 indicators and 30 students that answer the questionnaire, the total score is the sum of the score of each question. The researcher explained the finding of questionnaire about EFL Teacher's Pedagogical Competence in the Students' Perceptions by using the formula as follow:

Table 4.1
EFL Teacher's Pedagogical Competence
(viewed from each indicators)

No	Indicator	Score	Criteria
1	Understanding the Students' Characteristics	100,5	Very Good
2	Mastering Theory of Learning and Principles of Education	99,5	Very Good
3	Developing Curriculum	118	Very Good
4	Educating the Learning Activity	91,25	Good
5	Developing Students' Potential	98,4	Very Good

6	Communicating with Students	118,8	Very Good
7	Assessment and Evaluation	88,83	Good

From 40 items of questions that included the indicators of pedagogical competence, the result showed that;

1. Understanding the Students' Characteristics

EFL teacher can design and implement learning activities that appropriate with the need and situation of students so that the students can develop their knowledge, therefore as a teacher should competent in understanding about her students. So, the students give the total 100,5 score and included *Very Good* criteria. It was appropriated with the EFL teacher's ability to understand the students' characteristics.

2. Mastering Theory of Learning and Principles of Education

EFL teacher was able to master the learning theory and principles of education in order to establish various approaches, strategies, methods, and learning techniques that accordance with the characteristic of students. So, the students are interested to learn and students can active and achieve more optimal result. The total 99,5 score and included *Very Good* criteria was appropriated to the EFL teacher in mastering the learning theory and principles of education.

3. Curriculum Development

In dealing with students' need and motivation in learning, EFL teacher was able to design the learning plan and and choose the learning material that appropriate with the learning objectives. The total 118 score and included *Very Good* criteria was appropriated to the EFL teacher in developing the curriculum of learning.

4. Educating the Learning Activity

EFL teacher was able to implement the learning by using various approach and method that accordance with students' need in order to help students in getting the objectives of the activity, always give the students attention and manage the class effectively without do anything

that outside of teaching and learning activity. So, the students give the total 91,25 score and included *Good* criteria. It was appropriated with EFL teacher's way in educating the learning activity.

5. Developing Students' Potential

EFL teacher was able to design and conduct the learning activity that accordance with students' need. Also, EFL teacher design and implement learning activities to bring out the power of creativity and critical thinking skills of students. The total 98,4 score and included *Very Good* criteria was appropriated to the EFL teacher in developing students' potential.

6. Communicating with Students

EFL teacher was able to conduct a communication that makes students easy to accept the material and all of the instruction from the teacher. Such as the EFL teacher gives attention and responds to the students' question in appropriate, correctly and according to the learning objectives. So, the students give the total 118,8 score and included *Very Good* criteria. It was appropriated with EFL teacher's skill in communicating with students.

7. Assessment and Evaluation

EFL teacher was able to measure the students' skills and knowledge that have been acquired from teaching and learning process by giving assessment and evaluation with various techniques according the level of understanding of the students. The total 88,83 score and included *Good* criteria was appropriated with EFL teacher's way in assessing and evaluating the students' achievement.

Each indicator have calculated its score and criteria. Then, the researcher explained the overall score of each indicator as follows:

Table 4.2
EFL Teacher's Pedagogical Competence
(overall score)

Teachers' Competence	Score	Criteria
EFL Teachers' Pedagogical Competence	102,18	Very Good

Based on explanation about the findings of the questionnaire, it has been clearly stated that EFL Teacher's Pedagogical Competence in MTs Kertomulyo have very good pedagogical competence that certainly having and practicing all of the indicator of pedagogical competence in the process of teaching and learning. The students from A class at 8th grade which consist of 30 students of MTs Kertomulyo as the respondents gave their agreement in four alternative answers to 40 items of question. The result showed that the overall score of EFL Teacher's Pedagogical Competence at MTs Kertomulyo are 102,18 score and included **Very Good** criteria.

2. The Ways EFL Teachers Develop Their Pedagogical Competence

The researcher has conducted interview session with two sources, namely Mrs. Widiya Astuti as the EFL teacher and Mr. Suhadi as the headmaster of MTs Kertomulyo. The results of the interviews included the data from the headmaster and data from the EFL teacher are reduced into the form of table that explained the points of discussion in the interview.

Table 4.3

The Ways EFL Teacher Developed Her Pedagogical Competence (interview with EFL teacher)

Reduced Data	Interpretation of Development Method
<i>"...materi atau teori yang diajarkan itu sesuai kelasnya. Kemudian dalam ranah</i>	Self learning dealing with te choice of materials, method and media in

<p><i>pengembangan kompetensi dalam pembelajaran, biasanya saya membuat games”</i></p> <p>Join MGMP (Subject Teachers Consultation) program of teacher training. “...<i>di situ kita seperti belajar lagi bagaimana cara mengajar kemudian kita disuruh praktek, kemudian evaluasi dan merancang metode”</i></p> <p>Measuring the students’ skills. “...<i>saya mengucapkan kata atau pronunciation kemudian murid menulis apa yang saya ucapkan”</i></p> <p>Brainstorming activity in designing the learning. “...<i>jadi saya kasih gambarannya dulu sebelum saya menjelaskan ke bab yang akan dibahas”</i></p> <p>“...<i>untuk media biasanya saya menggunakan smartphone dan speaker, ada juga saya membuat grup dalam satu kelas tersebut”</i></p> <p>“I think, EFL teachers should have skills to manage the class, understand the students’ characteristic”</p>	<p>line with students’ levels & learning characteristics.</p> <p>Joining a teacher professional development organization / program.</p> <p>Self learning on the development of teaching method</p> <p>Self learning on the development of teaching method</p> <p>Self learning dealing with the choice of media in line with students’ levels & learning characteristics.</p> <p>Need of developing pedagogical competence</p>
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From the reduced data that was determined from interview, then the researcher conclude it to be the interpretation of development method. Some kinds of interpretation of development method as follows;

1. Self learning dealing with the choice of materials, method and media in line with students' levels & learning characteristics.

The EFL teacher used various technique of learning activity to communicate and interact with students. So, the teacher usually divided the class into some groups to make a project in learning. The EFL teacher also used the media of learning such as smartphone and speaker to support the effectiveness of learning and understanding the students' level of learning. So, the EFL teacher implemented the learning according to the indicators of pedagogical competence.

2. Self learning on the development of teaching method.

The EFL teacher measures and ensures the students' skills and knowledge with the appropriate method. The EFL teacher also conducted brainstorming activity to identify the level of age of the students in designing the learning theory nad method. So, the EFL teacher has various ways in developing the teaching method as follows the indicators of pedagogical competence.

3. Joining a teacher professional development organization / program.

The EFL teacher joined MGMP (Subject Teachers Consultation) program of teacher training to evaluate and exchange the knowledge and competence in managing the class and find out the appropriate method in teaching and learning process.

4. EFL teacher's need in developing pedagogical competence.

The development of teachers' competence is influential in all of aspects in teaching and learning process. Teachers should understand all of their need in achieving the objectives of teaching and learning as the mastery of pedagogical competence.

Table 4.4
The Ways EFL Teachers Develop Their Pedagogical Competence
(interview with the Headmaster)

Reduced Data	Interpretation of Development Method
<p><i>"...guru bahasa inggris pertama di tahun 97 belum linier"</i></p> <p><i>"...seiring berjalannya waktu, kompetensi guru harus linier dengan pertimbangan pengembangan kualitas guru dan siswa"</i></p> <p><i>"...di kabupaten Pati, terdapat MGMP (Musyawarah Guru Mata Pelajaran) dalam rangka pengembangan kualitas kompetensi guru"</i></p> <p><i>"...sebagai kepala sekolah baru, saya belum pernah mendelegasikan guru untuk mengikuti pelatihan seperti seminar atau workshop"</i></p> <p><i>"...tidak hanya guru bahas inggris yang mendapatkan fasilitas, tapi guru semua mata pelajaran jika ada kemauan dari semua guru"</i></p>	<p>Lack of development</p> <p>Any improvement on the pedagogical competence</p> <p>Joining a teacher professional development organization / program.</p> <p>Lack of teacher professional development program.</p> <p>Providing facilities to the teacher professional development.</p>

<p><i>“...jika bersifat kemauan guru sendiri untuk mengikuti suatu pelatihan, fasilitasnya 50% dari sekolahan.</i></p>	<p>Providing facilities to the teacher professional development.</p>
<p><i>“...untuk yang saya lihat dan amati, guru yang sudah linier atau yang baru itu sudah mengembangkan kompetensi pedagoginya”</i></p>	<p>Great development of pedagogical competence</p>
<p><i>“...jika ada penambahan guru bahasa inggris, nanti bisa membuat planning dalam rangka pengembangan kompetensi pedagogi”</i></p>	<p>Good understanding on the development</p>

From the reduced data that was determined from interview, then the researcher conclude it to be the interpretation of development method. Some kinds of interpretation of development method as follows;

1. The development of EFL teachers' competence.

EFL teachers in the beginning of school in 90's era was lack of pedagogical competence because the EFL teachers were not from the linier diploma of English language education. But, for the development of school, the EFL teachers now were from linier diploma that they should have the knowledge and competence in EFL learning.

2. Joining a teacher professional development organization / program.

To develop their pedagogical competence, the EFL teachers The EFL teacher joined MGMP (Subject Teachers Consultation) program of teacher training to acquire and develop their quality of knowledge and competence.

3. Providing facilities to the teacher professional development

All of the teachers have opportunities and get some facilities in dealing with the development of knowledge and competence. The school also support the teachers to join the teacher training programs based on their willingness by giving 50% facilities such as administration and transport.

4. Great development of pedagogical competence

As the headmaster had observed, the EFL teachers have implemented an appropriate learning based on their mastery of knowledge and competence. Also, the school will plan some teacher programs in order to add the EFL teachers and developing EFL teacher's knowledge and competence.

B. Discussion

From the findings that have explained, the findings of the research will be discussed into several explanation related to EFL teacher's pedagogical competence that has been analyzed by the questionnaire for students and the interview with EFL teacher and the interview with the headmaster.

The EFL Teacher's Pedagogical Competence in the Students' perceptions is the first objectives of this research. To determine the findings, the EFL teacher's pedagogical competence was analyzed by using quantitative data analysis that used the questionnaire as the method of collecting data.

Based on The Minister of National Education No. 35 (2010) about pedagogical competence, there are several indicators and sub-indicators of pedagogical competence that would be analyzed into the questionnaire that follows the students from A class at 8th grade of MTs Kertomulyo as the respondents to give their view by giving their agreement in the form of questionnaire. The findings of the questionnaire have obtained and explained into statistical data analysis.

Based on the overall score of the questionnaire about EFL Teachers' Pedagogical Competence, the students from A class at 8th grade which consist of 30 students of MTs Kertomulyo as the respondents gave their agreement in

four alternative answers to 40 items of question. The result showed that the overall score of EFL Teachers' Pedagogical Competence at MTs Kertomulyo are 102,18 score and included **Very Good** criteria. It can be clearly stated that EFL Teachers' Pedagogical Competence in MTs Kertomulyo have very good pedagogical competence that certainly having and practicing all of the indicator of pedagogical competence in the process of teaching and learning.

The students also showed that EFL teachers have very good pedagogical competence in the process of teaching and learning activity from the indicators of pedagogical competence that they have given the agreement. As the learners, they can feel and analyze their EFL teachers in the process of teaching and learning so they can value it. **Very Good** criteria was the proof that students acquire their skills, knowledge and behavior in EFL learning.

According to Nabila Venesa (2018), the pedagogical competence of the teacher also can be called as an academic ability of the teacher. Every teacher should have a good quality in pedagogical competence so that the goal of teaching learning can be achieved. Pedagogical competence refers to ability of the teacher to deal with three aspects of teaching ability, namely lesson planning, implementing teaching and learning process, and assessing students' learning. In this context, students as the learners also need to be facilitated in determining their attitudes, knowledge, skills and potencies to achieve their improvement according to their level of age. In the other word, students can acquire what they have to learn by communicating with teacher so that the materials of learning can be understood easily.

According to the result of Thantar Khaing (2020), the effective EFL teacher should present language point in in clear and interesting ways and should be a good language models for students. Therefore, language proficiency can be seen as an essential quality of an English teacher to be effective in teaching and learning process. Moreover; creating classroom activities in the interesting way is also necessary. As the prominent features, a good teacher should be able to set up interactive pair or group work activities and able to use different activities to maintain students' interests. Interactive activities can help teachers motivate students for developing four skills. The

findings have specific implications to this research findings that an effective teaching or learning process with the language proficiency and pedagogical competence and knowledge, a teacher will be able to provide students' improvement in learning process and maximize students' involvement in EFL learning.

Regarding the good EFL teachers' pedagogical competence, Syahrul (2016) investigated the ability of EFL teacher in mastering the pedagogical competence and the process of implementation of pedagogical competence in EFL learning. As all of the aspects of pedagogical competence that students had given the perceptions on the EFL teachers' pedagogical competence, the result showed that the score of students' perceptions in EFL teachers' pedagogical competence were including *medium* category. Then, Selly (2020) found the students' perceptions toward EFL teacher in mastering pedagogical competence and implementation of it in EFL teaching is still included on the *good* category. It makes the comparative study in investigating the EFL teachers' pedagogical competence that this research found high criteria based on students' view on the EFL teachers' pedagogical competence.

Furthermore, students as the learners who have effort to acquire their potentials as improved skills, knowledge and behavior, they should understand the EFL learning theory and practice that EFL teacher implemented in the classroom. Students will acquire the effectiveness of teaching and learning process when the EFL teachers have good pedagogical competence. All of the aspects and principle in the objectives of EFL learning will be achieved with some cooperation and communication between teacher and student in creating and practicing an effective teaching and learning by EFL teachers' pedagogical competence.

Then, the ways EFL teachers develop their pedagogical competence is the second objectives of this research. To determine the findings, the ways EFL teachers develop their pedagogical competence was analyzed by using qualitative data analysis that used the interview as the method of collecting data.

The data of the research related to the way EFL teachers develop their pedagogical competence is obtained by interviewing the EFL teacher and the headmaster as the data source. The data have been analyzed into some data reduced that take the points of discussion in interview then interpret it into the interpretation of pedagogical competence. The findings showed that EFL teachers at MTs Kertomulyo should be graduated from bachelor degree of education in English language education. It aimed to the development of teaching and learning process in the school that influenced by teachers' knowledge and competence in each subjects. Also, the EFL teachers need to develop their knowledge and competence to all of elements in teaching and learning in the classroom. It refers to developing pedagogical competence that included skills, knowledge and behavior of the EFL teacher.

Developing pedagogical competence is related to increase the ability and knowledge of classroom management, understanding different students' characteristics, knowledge of teaching methods, and knowledge of classroom assessment. In determining those competences, teachers usually did induction programs. Induction program itself means some activities that support teachers introduction into the teaching profession such as, peer work with other new teachers, mentoring by experienced teachers, seminars etc. EFL teachers at MTs Kertomulyo join the program of teachers' improvement and evaluation namely Subject Teachers Consultation (MGMP).

The improvement of academic qualifications and teachers competence need to be well programmed, it is necessary to provide an independent and professional teacher training. (Ministry of National Education: 2010). In addition to the Teacher Working Group (KKG), the Subject Teachers Consultation (MGMP) is another teacher organization. Thus, (Emiliasari, 2018) added that MGMP (Subject Teachers Consultation) which is performed as one of the professional organizations has a big role in improving teachers' professionalism (Depdiknas: 2008). As explained by EFL teacher at MTs Kertomulyo, MGMP (Subject Teacher Consultation) can be a forum to gather the subject teachers from provincial, district, sub-district and school level to communicate, learn and exchange ideas and experiences to solve all problems

in teaching and learning process in order to improve their performances as the practitioners of learning. In addition, MGMP is aimed to foster teachers' enthusiasm to improve their skills in preparing, implementing and evaluating teaching and learning programs as well as developing pedagogical competence in teaching and learning process so as to support educational activities. In another word, MGMP is a mediator to enhance and to develop teachers' competence.

According to the result of Wulan, Amalia & Eka (2021), the way the EFL teachers develop their pedagogical competence in relation to their teaching implementation, the most common activities are attending seminars or webinars, workshops, having informal discussion with colleagues, join teamwork, using the internet as well as books and articles. Then, the finding which showed that the EFL teachers did lesson study activities in the same line as Emiliasari (2018) who states the lesson study activities can improve the quality of teaching and also teachers' pedagogical competence that is important to be improved. Emiliasari (2018) also states that by conducting lesson study, there are so many positive changes. Therefore, lesson study activities as like MGMP (Subject Teacher Consultation) give many impacts on EFL teachers in developing their pedagogical competence. As the professional educator who plays an important role in the development of education, EFL teachers do the effort of knowledge and competence development.

The development of education can be reached when the process of teaching and learning is conducted effectively with the aim of learning objectives. To make an appropriate of teaching and learning, EFL teachers need to develop their pedagogical competence aspect to solve all of problem in the classroom. to acquire those knowledge, EFL teachers need to join some programs of teacher training to develop their pedagogical competence as like lesson study activity. Beside that, the institute also gives facilities to the teachers who want to join the programs as the effort to develop their pedagogical competence as like seminar, workshop or other teacher training. School's facilities that are given to the teacher can support those teachers to

develop their knowledge and competence. as the headmaster of MTs Kertomulyo said;

“Jika mengacu pada fasilitas yang diberikan, tidak hanya guru bahasa inggris saja yang mendapatkan fasilitas, tapi guru semua mata pelajaran jikalau ada kemauan dari semua guru”

It stated that all of teachers in every subjects can get the facilities to join some programs because it is good for the development of teachers' competence. Then, teachers develop their pedagogical competence and implemented in teaching and learning process will support the school's development.

From all of the discussion related to the ways EFL teachers develop their pedagogical competence, it stated that the need of EFL teachers develop their pedagogical competence to the better EFL professional educator. EFL teachers who have knowledge, skills and attitude and all the kinds of competence as the national education standard.

Panev & Barakoska (2015) stated that the need of strengthening the pedagogical skills of teachers by introducing special subjects that will provide the knowledge, skills and abilities to work with students with special needs and difficulties in learning; skills for communication in multicultural environment; keeping the pedagogical documentation and records and more; cooperation with educational bodies outside the country and share experiences concerning related program curriculum objectives of the study groups preparing teachers.

The government requires EFL teachers not only to hold an international degree, minimally a bachelor of education, but also to possess a professional quality and personal, social, professional, and pedagogical competence. it is because the EFL teacher not only deliver and transfer the knowledge to learners but also have to be a facilitator assisting them to learn optimally. Having a sufficient and appropriate quality could help the teachers and the learners achieve the educational objectives mandated by the laws and regulations.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and suggestion. The conclusion is drawn based on the result of data analysis, which is discussed in the previous chapter. Meanwhile, the suggestion contains several messages for the further studies that raise the same issue about EFL teachers' pedagogical competence. The suggestion can be guidance information for the next studies.

A. Conclusion

Based on the findings and discussion of the research on EFL teachers' pedagogical competence in the view of students, conclusions were obtained;

EFL teachers' pedagogical competence results show that; 1) the EFL teachers' pedagogical competence at MTs Kertomulyo was good in the practice of EFL teaching. It was found from the students' view of data questionnaire result was in ***Very Good*** criteria. The students from A class at grade 8 at MTs Kertomulyo gave their view according to their knowledge and experience in EFL teaching and learning with EFL teacher. EFL teachers' pedagogical competence affected them in acquiring knowledge, attitudes and skills of EFL learning that deal with the indicators and sub-indicators of pedagogical competence. 2) The way EFL teachers develop their pedagogical competence was by joining MGMP (Subject Teachers Consultation) program. MGMP is aimed to foster teachers' enthusiasm to improve their skills in preparing, implementing and evaluating teaching and learning programs as well as developing pedagogical competence. On the other hand, the school's facilities also support the EFL teachers to join the programs of teachers' improvement in pedagogical competence. As observed previously, EFL teachers have practiced to develop their pedagogical competence for the development of teaching and learning in EFL context.

B. Suggestion

Based on the results of research and conclusion, the researcher provides some suggestions as follows;

1. The students should be active and responsive in EFL learning activity so that they have good communication with EFL teacher. The successful of teaching and learning can be achieved if the students understand the materials that teacher taught.
2. EFL teachers should give or prepare good material to make the students more interested in learning, because the teaching material give influence to the students' understanding. As the effort in developing pedagogical competence, EFL teachers should always try to improve the method of teaching and learning to the goals of learning objectives.
3. The school should increase the facilities to the teachers who want to develop their pedagogical competence as like joining teachers' program. It affects the willingness of teachers to develop their pedagogical competence and affects to the development of school.
4. The researcher hopes the next researchers specify more on subjects and objects to get a deeper information.

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APPENDIX 1

QUESTIONNAIRE FOR STUDENTS

According to The Minister of National Education No. 35 of 2010 about pedagogical competence, there are indicators and sub-indicators that will be analyzed in the questionnaire sheet.

Research Questionnaire “EFL Teacher’s Pedagogical Competence in the Students’ perceptions”.

Name :.....

Class :.....

Choose the right answer by giving (√) on the provided column.

No .	Competences	Indicators	Always	Often	Seldom	Never
1.	Understanding the Students’ Characteristics	1. Teacher can identify the learning characteristics of each student in the classroom.				
		2. Teacher ensures that all students get same opportunity to actively participate in learning activities.				
		3. Teacher can arrange classes to provide the same learning opportunities for all students.				
		4. Teacher tries to find out the causes of student’s behavioral deviations to prevent the behavior from harming other students.				
		5. Teacher helps develop potential and overcome the shortcomings of students.				
		6. Teacher pays attention to students with certain disabilities in order to be able participate in learning activities.				
2.	Mastering	7. Teacher gives opportunity				

	Theory of Learning and Principles of Education	for students to master the learning material according to their age and learning ability through the arrangement of learning processes and varied activities.				
		8. teacher always ensures the level understanding of students towards certain learning materials and adjust the next learning activities based on the level of understanding.				
		9. Teacher uses various techniques to motivate students' willingness to learn				
		10. Teacher can explain the reasons for implementation activity carried out, either appropriate or different from the plan, related to the success of learning.				
		11. Teacher design the learning activities that irrelated with each other by taking into account the learning objectives and learning processes of students.				
		12. Teacher pays attention to the responses of students who have not / lack to understand the learning material being taught and use it to improve the next learning design.				
3.	Developing Curriculum	13. Teacher can arrange a syllabus in accordance with the curriculum.				
		14. Teacher design a learning plan that accordance with the syllabus to discuss certain teaching materials so that students can achieve the basic competencies set.				
		15. Teacher follows the sequence of learning				

		material by paying attention to the learning objectives.				
		16. Teacher chooses learning material that appropriate with the learning objectives, right and up to date, according to the age and level of learning abilities of students.				
4.	Educating Learning Activity	17. Teacher carries out learning activities in accordance with the design that has been prepared in full and the implementation of these activities indicates that the teacher understands the purpose.				
		18. Teacher carries out learning activities that aim to help the learning process of students, not to test so that makes students feel depressed.				
		19. Teacher responds to the mistakes made by students as a stage of the learning process, not merely mistakes that must be corrected.				
		20. Teacher provides many opportunities for students to ask the questions				
		21. Teacher carries out learning activities according to curriculum content and relates them to the context of students' daily lives				
		22. Teacher manages the classroom effectively without dominating or being busy with his own activities.				
		23. Teacher manages the implementation of learning activities systematically to help the learning process of				

		students.				
		24. Teacher use teaching aids, and / or audio-visuals (including ICT) to increase the motivation to learn in achieving learning objectives.				
5.	Developing Students' Potential	25. Teacher designs and implements learning activities that encourage students to learn according to their respective skill and learning pattern.				
		26. Teacher designs and implements learning activities to bring out the power of creativity and critical thinking skills of students.				
		27. Teacher actively helps students in the learning process by giving attention to each individual.				
		28. Teacher can correctly identify the talents, interests, potential, and learning difficulties of each student.				
		29. Teacher provides learning opportunities to students in accordance with students learning methods.				
6.	Communicating with Students	30. Teacher use questions to determine understanding and maintain student participation, including providing open questions that require students to answer their ideas and knowledge.				
		31. Teacher gives attention and listens to all the questions and responses of students, without interruption, unless needed to help or clarify the question / response.				
		32. Teacher responds to students' questions in				

		appropriate, correctly, and up to date, according to the learning objectives and curriculum content.				
		33. Teacher presents learning activities that can foster good cooperation between the students.				
		34. Teacher gives attention to the questions of the students and responds in a complete and relevant manner to eliminate confusion in the students.				
7.	Assessment and Evaluation	35. Teacher prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the RPP.				
		36. Teacher carries out evaluations with various techniques and types of assessment about the level of understanding of students, about the level of understanding of learning material that has been and will be learned.				
		37. Teacher conducts a daily test about previous material of learning				
		38. Teacher analyzes the result of assessment to identify difficult basic topics / competencies so that the strengths and weaknesses of each student are known for remedial and enrichment purposes.				
		39. Teacher utilizes input from students and reflects it to improve further learning, and can prove it through notes, learning journals, learning designs, additional material, etc.				
		40. Teacher makes use of the				

		results of the assessment as material for the preparation of the next learning design.				
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APPENDIX 2

THE RESULT OF QUESTIONNAIRE STUDY

Statement of Questionnaire	Students' choice of answer			
	Always	Often	Seldom	Never
Statement 1	25	4	1	0
Statement 2	15	5	10	0
Statement 3	0	2	1	27
Statement 4	30	0	0	0
Statement 5	30	0	0	0
Statement 6	29	1	0	0
Statement 7	23	7	0	0
Statement 8	27	3	0	0
Statement 9	3	12	14	1
Statement 10	29	1	0	0
Statement 11	7	0	0	23
Statement 12	30	0	0	0
Statement 13	28	1	1	0
Statement 14	29	1	0	0
Statement 15	29	1	0	0
Statement 16	29	0	0	1
Statement 17	28	0	2	0
Statement 18	26	3	1	0
Statement 19	29	0	1	0
Statement 20	24	1	0	5
Statement 21	3	0	3	24
Statement 22	8	0	22	0
Statement 23	27	0	0	3
Statement 24	6	0	0	24
Statement 25	28	0	1	1
Statement 26	11	0	19	0
Statement 27	26	1	3	0
Statement 28	4	3	20	3
Statement 29	27	0	3	0
Statement 30	28	0	1	1
Statement 31	30	0	0	0
Statement 32	29	1	0	0
Statement 33	30	0	0	0
Statement 34	30	0	0	0
Statement 35	30	0	0	0
Statement 36	28	0	1	1
Statement 37	2	1	0	27
Statement 38	3	1	1	25
Statement 39	24	0	1	5

Statement 40	28	0	1	1
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Score of Each Indicator

Understanding the Students' Characteristics

Question	Alternative Answer				Score
	Always (4)	Often (3)	Seldom (2)	Never (1)	
Q1	100	12	2	0	114
Q2	60	15	20	0	95
Q3	0	6	2	27	35
Q4	120	0	0	0	120
Q5	120	0	0	0	120
Q6	116	3	0	0	119
Sum of all score					603

$$\bar{X} = \frac{603}{6} = 100,5$$

Mastering Theory of Learning and Principles of Education

Question	Alternative Answer				Score
	Always (4)	Often (3)	Seldom (2)	Never (1)	
Q7	92	21	0	0	113
Q8	108	9	0	0	117
Q9	12	36	28	1	77
Q10	116	3	0	0	119
Q11	28	0	0	23	51
Q12	120	0	0	0	120
Sum of all score					597

$$\bar{X} = \frac{597}{6} = 99,5$$

Developing Curriculum

Question	Alternative Answer				Score
	Always (4)	Often (3)	Seldom (2)	Never (1)	
Q13	112	3	2	0	117
Q14	116	3	0	0	119
Q15	116	3	0	0	119
Q16	116	0	0	1	117
Sum of all score					472

$$\bar{X} = \frac{472}{4} = 118$$

Educating the Learning Activity

Question	Alternative Answer				Score
	Always (4)	Often (3)	Seldom (2)	Never (1)	
Q17	112	0	4	0	116
Q18	104	9	2	0	115
Q19	116	0	2	0	118
Q20	96	3	0	5	104
Q21	12	0	6	24	42
Q22	32	0	44	0	76
Q23	108	0	0	3	111
Q24	24	0	0	24	48
Sum of all score					730

$$\bar{X} = \frac{730}{8} = 91,25$$

Developing Students' Potential

Question	Alternative Answer				Score
	Always (4)	Often (3)	Seldom (2)	Never (1)	
Q25	112	0	2	1	115
Q26	44	0	38	0	82
Q27	104	3	6	0	113
Q28	16	9	40	3	68
Q29	108	0	6	0	114
Sum of all score					492

$$\bar{X} = \frac{492}{5} = 98,4$$

Communicating with Students

Question	Alternative Answer				Score
	Always (4)	Often (3)	Seldom (2)	Never (1)	
Q30	112	0	2	1	115
Q31	120	0	0	0	120
Q32	116	3	0	0	119
Q33	120	0	0	0	120
Q34	120	0	0	0	120
Sum of all score					594

$$\bar{X} = \frac{594}{5} = 118,8$$

Assessment and Evaluation

Question	Alternative Answer				Score
	Always (4)	Often (3)	Seldom (2)	Never (1)	
Q35	120	0	0	0	120
Q36	112	0	2	1	115
Q37	8	3	0	27	38
Q38	12	3	2	25	42
Q39	96	0	2	5	103
Q40	112	0	2	1	115
Sum of all score					533

$$\bar{X} = \frac{533}{6} = 88,83$$

Overall Score

No	Indikator	Score
1	Understanding the Students' Characteristics	100,5
2	Mastering Theory of Learning and Principles of Education	99,5
3	Developing Curriculum	118
4	Educating the Learning Activity	91,25
5	Developing Students' Potential	98,4
6	Communicating with Students	118,8
7	Assessment and Evaluation	88,83
Sum of all score		715,28

$$\bar{X} = \frac{715,28}{7} = 102,18$$

APPENDIX 3

THE RESULT OF INTERVIEW STUDY GUIDE

Interview Guideline with EFL Teacher

Research Focus : The ways EFL teachers develop their pedagogical competence

Interviewee : Mrs. Widiya Astuti

Q & A	Transcript	Main Idea
Question 1	How do you develop your pedagogical competence?	-
Answer	<p>As a teacher, we have to get a pedagogical competence, there are listening, speaking, writing and reading comprehension. As like listening, in the teaching and learning process, I give the chapter for second grade of junior high school, the material is a song. So, I give a miss lyrics of a song. Then, the students can listen and they can write the best answer to complete the lyric about the song.</p> <p><i>Jadi, materi atau teori yang diajarkan itu sesuai kelasnya. Kemudian dalam ranah pengembangan kompetensi dalam pengajaran, biasanya saya membuat games untuk memperbanyak kosakata mereka. Satu anak saya suruh menyebutkan satu kata, kemudian anak yang lain nanti menyambung kata berikutnya dengan melafalkan di akhir kata yang murid pertama sebutkan. Itu biasa saya lakukan pas mengabsen. Metode gamesnya juga berubah-ubah biar tidak bosen. Tidak hanya raise your hand and then</i></p>	Using various technique in learning activity

	yes mam! <i>Jadi saya ganti untuk membuat antusiasme di dalam kelas.</i>	
Question 2	Do you ever join seminar, workshop, short course, or teacher training?	-
Answer	<p>I ever join MGMP about 1 month ago. Every subject there is MGMP based on the instructions from the government.</p> <p><i>Di situ kita seperti sekolah lagi atau belajar lagi bagaimana cara mengajar dan kemudian kita juga disuruh praktek mengajar di sekolah yang berbeda kita mengajar. Jadi 1 kelompok terdiri dari beberapa guru yang terdiri dari lain sekolah. Jadi kemarin kelompok saya itu ada guru saya dari shiratul ulum, kemudian dari asempapan, karanganyar dan rames. Kemudian ada evaluasi dan merancang metode. Jadi satu kelompok ada yang bertugas sebagai pengajar ada yang sebagai pengawas. Yang saya dapatkan dari mgmp akan saya coba untuk praktekkan ke siswa saya. Semisal memberi ice breaking sebelum memulai aktifitas pembelajaran. Kemudian terkait seminar, workshop itu selama ini belum ada. Tapi kalau seminar pernah mengikuti online.</i></p>	Join MGMP (Subject Teachers Consultation) program of teacher training
Question 3	In teaching and learning practice, have you implemented an appropriate method to the development of pedagogical competence?	-
Answer	<i>Setiap anak kemampuannya berbeda, untuk mengukur itu, pertama saya mengukur dari</i>	Measuring and ensuring the

	<p><i>segi writing, jadi saya mendikte, saya mengucapkan kata atau pronunciation kemudian murid menulis apa yang saya ucapkan dan dalam penulisan tersebut benar apa salah. Semua itu dengan tujuan agar semua siswa dapat mengikuti perkembangan materi. Tapi kebanyakan siswa mts itu masih malu dan ragu kalau disuruh berbicara bahasa inggris masih takut untuk salah. Jadi saya gini kalau kamu tidak berani salah, berarti kamu tidak akan mengetahui kesalahan kamu di mana. Jadi mulai sekarang kita mencoba belajar bahasa inggris. Jadi saya kalau mengajar tidak seluruhnya menggunakan bahasa inggris tapi juga menggunakan bahasa Indonesia untuk memudahkan mereka untuk memahami.</i></p>	<p>students' skills and knowledge with the appropriate method.</p>
Question 4	<p>How do you design the learning theory and method to the development of pedagogical competence?</p>	-
Answer	<p><i>Ini masih terkait dengan RPP. Kalau pembelajaran saya kasih teori tapi jarang menggunakan proyektor. Jadi saya kasih gambarannya dulu sebelum saya menjelaskan ke bab yang akan dibahas. Untuk memberikan gambaran tersebut saya suruh mereka menebak dulu kira-kira pelajaran ini mau kemana. Kalau misal mendesign degree of comparison, 2 anak saya suruh maju, jadi mereka saya jadikan sebagai contoh. Missal yang saya mau bandingkan adalah tentang tingginya, saya mencari anak yg satu rendah</i></p>	<p>Brainstorming activity to identify the level of age of the students in designing the learning theory and method</p>

	<p><i>yg satu tinggi, jadi biar anak mudah untuk paham. Jadi langsung siswanya yg saya jadikan contoh, kalau tidak membawa benda. Berarti menyesuaikan the level of age siswa. Untuk media biasanya saya menggunakan smartphone and speaker. Ada juga saya membuat group dalam satu kelas tersebut, 1 group consist of 4 to 5 students, tergantung jumlah murid atau grup yg akan dibuat to discuss about material of today. They come to in front of the class to explain about the material. As like make a concept on the paper.</i></p>	
Question 5	Should the EFL teachers develop their pedagogical competence to the better teachers as a professional educator?	-
Answer	<p>Yes, it should be, because I think, to be an EFL teacher, no just speak in English but they should have some skills to manage the class, understanding the characteristic of students.</p> <p><i>Kemudian kalau dari saya sendiri, itu lebih bagaimana mereka paham tentang bahasa inggris. Intinya mereka mengerti meskipun masih sulit untuk mengucapkan dalam bahasa inggris minimal mereka tau artinya. Karena saya begini, kalau kalian tidak tau artinya maka kalian tidak bisa mengerjakan.</i></p>	<p>EFL teachers should have skills to understand the students' characteristic to deliver the material of learning.</p>

Interview Guideline with the Headmaster of MTs Kertomulyo

Research Focus : The ways EFL teachers develop their pedagogical competence

Interviewee : Mr. Suhadi

Q & A	Transcript	Main Idea
Question 1	How is the EFL teachers' pedagogical competence at MTs Kertomulyo?	-
Answer	<i>Awal mula pendirian pertama, guru bahasa inggris pertama di tahun 97 belum linier, tapi punya kompetensi bahasa inggris, tapi ijazahnya tidak bahasa inggris. Tapi seiring berjalannya waktu, setiap sekolahan mau mengangkat guru atau menerima pegawai guru, kompetensi guru tersebut harus linier dan benar-benar berijazah atau jurusan bahasa inggris. Karena jikalau tidak linier memberatkan kinerja guru dan dengan mempertimbangkan pengembangan kualitas guru dan siswa.</i>	EFL teachers in the beginning of school in 90's era. EFL teachers in the development period of school.
Question 2	How do the EFL teachers develop their pedagogical competence?	-
Answer	<i>Di kabupaten pati, terdapat MGMP (Msyawarah Guru Mata Pelajaran).dalam setiap mata pelajaran, MGMP mengadakan pertemuan dengan mendatangkan narasumber ahli dalam rangka mengembangkan kualitas kompetensi guru dalam menyampaikan pengetahuan dalam kegiatan belajar mengajar. 1 th 2 kali.</i>	Join MGMP (Subject Teachers Consultation) program
Question 3	In developing pedagogical competence, do EFL teachers in this school ever join seminar, workshop, short course or teacher trainings?	-
Answer	<i>Sebagai kepala sekolah yg baru, saya belum pernah mengutus atau mendelegasikan</i>	Join the teacher training in the

	<i>kepada guru dalam setiap mata pelajaran untuk mengikuti pelatihan resmi, yang saya tahu hanya cukup melaksanakan pelatihan yang sifatnya regional di wilayah kkm MTsN 03 Pati.</i>	regional area.
Question 4	Does MTs Kertomulyo give facilities to EFL teachers to develop their pedagogical competence?	-
Answer	<i>Jika mengacu pada fasilitas yang diberikan, tidak hanya guru bahasa inggris yang mendapatkan fasilitas, tapi guru semua mata pelajaran jikalau ada kemauan dari semua guru. Jadi, ini bersifat tidak wajib dari sekolahan tapi tergantung pada kemauan guru.</i>	The school provided the facilities to EFL teachers to join the programs.
Question 5	What kinds of teaching facilities that are given to EFL teachers to develop their pedagogical competence?	-
Answer	<i>Jika sifatnya ada undangan dari atasan untuk mengikuti suatu pelatihan untuk guru, itu fasilitas seluruhnya dari sekolahan. Tapi jika bersifat kemauan guru sendiri untuk mengikuti suatu pelatihan, fasilitasnya 50% dari sekolahan. Fasilitasnya bersifat materi, yaitu transport dan jika pelatihannya itu membayar. Jadi fasilitasnya bersifat administrasi.</i>	50% from school's facilities if the EFL teachers join teacher training programs based on their willingness.
Question 6	Have the EFL teachers implemented an appropriate teaching and learning as they develop their pedagogical competence?	-
Answer	<i>Untuk yang saya lihat dan amati, guru yang sudah linier atau yang masih baru mengabdikan</i>	Implementing an appropriate

	<i>di sekolah ini, itu sudah mengembangkan kompetensi pedagoginya dalam kegiatan belajar mengajar karena berkaitan dengan linier dan penguasaan pengetahuan dan kompetensi.</i>	learning based on the mastery of knowledge and competence.
Question 7	What are the future plans of MTs Kertomulyo for EFL teachers develop their pedagogical competence?	-
Answer	<i>Sementara belum ada planning yang resmi. Tapi nanti jika ada penambahan guru bahasa inggris, nanti bisa bersama merencanakan atau membuat planning dalam rangka pengembangan kompetensi pedagogi apakah harus mendatangkan narasumber khusus di madrasah atau memperbanyak jaringan untuk mengikuti pelatihan-pelatihan untuk guru bahasa inggris.</i>	Need to add the EFL teachers to plan the further programs of teachers' development.

APPENDIX 4

SURAT PENUNJUKAN PEMBIMBING SKRIPSI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor : 5086/Un.10.3/J4/DA.04.09/11/2022 Semarang, 8 November 2022
Lampiran : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada:
Dr. Siti Tarwiyah, M.Hum.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Muh. Afif Ahzami

NIM : 1603046053

Judul : *EFL Teachers' Pedagogical Competence In The View of Students*

Dan menunjuk saudara Dr. Siti Tarwiyah, M.Hum. sebagai pembimbing dalam skripsi sebagai syarat kelulusan S1.

Demikian penunjukan pembimbing Skripsi ini, dan atas kerjasamanya diucapkan terimakasih.
Wassalamu'alaikum Wr. Wb.

A.n Dekan



Dekan Jurusan Pendidikan Bahasa Inggris

Mayyidatul Fadilah, M. Pd.
IP. 198109082007102001

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

APPENDIX 5
SURAT PENGANTAR PRA RISET



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601206, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 5209/Un.10.3/D1/TA.00.01/11/2022

10 November 2022

Lamp : -

Hal : Pengantar Pra Riset

a.n. : Muh. Afif Ahzami

NIM : 1603046053

Yth.

Kepala MTs Kertomulyo
di Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Muh. Afif Ahzami

NIM : 1603046053

Alamat : Desa Kertomulyo RT 01/RW 02 Kec. Trangkil Kab. Pati

Judul skripsi : EFL Teachers' Pedagogical Competence in The View of Students

Pembimbing :

1. Dr. Siti Tarwiyah, S.S., M.Hum

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama beberapa hari mulai tanggal 10 November 2022 sampai dengan tanggal 12 November 2022

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)

APPENDIX 6
SURAT PERMOHONAN IZIN RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 5210/Un.10.3/D1/TA.00.01/11/2022

10 November 2022

Lamp : -

Hal : Mohon Izin Riset

a.n. : Muh. Afif Ahzami

NIM : 1603046053

Yth.

Kepala MTs Kertomulyo
di Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Muh. Afif Ahzami

NIM : 1603046053

Alamat : Desa Kertomulyo RT 01/RW 02 Kec. Trangkil Kab. Pati

Judul Skripsi : EFL Teachers' Pedagogical Competence in The View of Students

Pembimbing :

1. Dr. Siti Tarwiyah, S.S., M.Hum

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama beberapa hari mulai tanggal 10 November 2022 sampai dengan tanggal 12 November 2022

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Rek. Dekan Bidang Akademik



Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)

APPENDIX 7

DOCUMENTATION



Picture 4.1
8th grade teaching and learning activity



Picture 4.2
Interview with EFL Teacher



Picture 4.3

Interview with The Headmaster of MTs Kertomulyo

CURRICULUM VITAE

Name : Muh. Afif Ahzami
Place and Date of Birth : Pati, March 19th 1998
Original Address : Kertomulyo RT 01 RW 02 Trangkil Pati
Education :
1. SDN 2 Kertomulyo
2. MTs Shirathul Ulum Kertomulyo
3. MA Raudlatul Ulum Guyangan
4. UIN Walisongo Semarang

Semarang, 26 Desember 2022

Researcher



Muh. Afif Ahzami

1603046053