

## **Chapter One**

### **Introduction**

Several parts/sections are presented in this chapter. In the first part, the general information related to the topic of this study and the background that contains why the researchertook the title Exploring the Secondary School English Teacher Perceptions in Enhancing Their Pedagogical Competence in Yogyakarta are presented. The following section discusses the research context and problems at the research site. Subsequently, a review of previous research, as well as previous research gaps, also be discussed in this section. After this, problem identification and delimitation of the research were discussed. The importance of the study for several parties is also highlighted. This is followed by two objective of the research that identifies the specific purpose or objectives of the research. Finally, the chapter structure is shown, presenting a description of each chapter.

### **Background of The Research**

Education and teaching are two things that are interrelated and important in creating a superior generation. This is indeed inseparable from the important role of a teacher, who is the main factor as a means of education and teaching. According to Zyuro & Komalasari (2020), the teacher has a significant role in the learning process. In order to create a superior generation, a teacher must be a professional teacher and have good competence in teaching. According to Jamin (2018), students can't succeed in school without instructors who are qualified to

educate them. According to Akbar (2021), a competent teacher may be judged by how good he is in understanding the four teacher skills. The four competencies of pedagogical, personality, social, and professional competence are stressed in Law No. 14 of 2005. However, pedagogical ability is what really sets educators apart from those in other fields. Because it calls for instructors to know a lot and understand students' personalities and psychology intimately, pedagogical competency is often used to set teachers apart from those in other professions.

Teachers have the capacity to learn and control instructional encounters with pupils when they talk about instructors having pedagogical competence. Article 28, paragraph (3) of Law No. 19 of 2005 concerning National Education Standards defines Pedagogical Competence as "the ability to manage student learning," which encompasses knowing and caring for students, planning and carrying out instruction, assessing students' progress, and nurturing their growth as learners for students to develop their full range of abilities. Teachers need to have this skill in order to provide meaningful education for their students. To be a competent educator, one must be able to read their pupils, provide engaging lessons, and assess their students' progress. Pedagogical competency, as outlined by Akbar (2021), necessitates that educators grasp how their pupils grow and change over time, as well as how to plan and administer education, assess student progress, and maximize their potential.

Currently, English teachers have been trying to improve their pedagogical competence. Some of them are English teachers at Junior High School in

Yogyakarta. Several teachers have participated in pedagogical competency development training through online seminars and independent learning via the internet. However, even so, the pedagogical competence possessed by English teachers is still not good because the efforts made to improve pedagogical competence do not have a major influence on changes in the pedagogical competence included. Many English instructors are still rated as low performers even though the government has offered a number of programmes for teacher training because the necessary competency levels are not being met (Nahari et al., 2020). The pedagogical ability of an English teacher, however, can only grow to its full potential if the teacher is able to choose and implement the most effective approach for doing so. Based on the initial interviews, English teachers face obstacles in improving their pedagogical competence, so an effective strategy is needed to improve teacher pedagogical competence.

Some studies have been done by the researcher. For example, a study by Tyagita and Iriani (2018), in her research entitled "Strategies for Increasing Teacher Pedagogical Competence to Improve School Quality," Tyagita & Iriani (2018) found that there are several internal (strengths – weaknesses) and external (opportunities – threats) factors owned by the school. Mujiono (2020) also conducted a study entitled "entitled "Academic Supervision to Improve Teacher Competence." His research showed that academic supervision helped SDN Kepanjen 2 Jombang instructors become more skilled at their jobs. The third study done by Utirahman (2019) has found that tiered training can improve

teacher competence and performance. In addition, the application of tiered training/workshops can increase understanding of the concept of teacher pedagogical competence.

Despite several studies related to strategies in improving the pedagogical competence of a teacher has been carried out, no study to date has examined the strategies used by English teachers in improving pedagogical competence in Junior high schools. The research that focuses on English teachers is still limited and mostly focused on the application of methods to improve teacher pedagogical competence. Therefore, this research is focused on an English teacher in Junior high school.

There are several reasons why this research is important to do. First, there are still many English teachers who have problems improving their pedagogical competence. This is supported by research conducted by Saleh and Alkhalaf (2019), who found that there are pedagogical challenges that English language teachers face related to both professional development and preparation of English language teachers and that these challenges fall into the moderate range. This obstacle certainly affects the pedagogical competence of teachers in teaching, so it is difficult to create effective learning. After all, teachers must try to improve their competence. Teachers are obliged to develop their pedagogical competencies so that teachers can carry out their duties well and can make improvements in each of their learning activities (Jamin, 2018). Even though the teacher has felt perfect in

implementing his pedagogical competence, the students need to accept it better. By doing this research, the researcher hopes to discover the obstacles experienced by English teachers in order to improve pedagogical competence.

Second, many English teachers do not know effective strategies to improve their pedagogical competence. According to Tyagita and Iriani (2018), there needs to be a strategic plan to improve teacher pedagogical competence and teacher performance during the teaching and learning process. Therefore, this research was conducted to become a source of knowledge for many other teachers regarding strategies that can be used to improve pedagogical competence. Through this study, researcher hope to find effective strategies for improving the pedagogical competence of English teachers.

English teachers have tried to improve their pedagogical competence through various methods. However, this method is considered ineffective in increasing teacher pedagogical competence. According to Nahari et al. (2020) Even after completing a professional development program, a lot of teachers still lack competency. Researcher found that numerous junior high school English instructors were having difficulty enhancing their pedagogical competency due to difficulties in the process of doing so. So, the aim of this study is to To find out the teacher's perceptions on the obstacles in enhancing pedagogical competence in teaching English at Junior High School in Yogyakarta and To find out the teacher's perceptions on the strategies to overcome the obstacles in enhancing the pedagogical competence in teaching English at Junior High School in Yogyakarta.

## **Identification of the Problem**

The process of teaching foreign languages to students is still not running effectively, especially in junior high schools in Yogyakarta. In the researcher's opinion, this is undoubtedly influenced by the competence possessed by a teacher. In order to become a professional teacher, a teacher must have four teacher competencies, namely personal, social, pedagogical, and professional competencies. However, currently, many teachers have problems with these four competencies. Teachers' problems related to personal competence are that they have obstacles in maintaining their motivation and are stressed due to the many demands and pressures at work. Furthermore, the teacher's problem with social competence is that teachers have difficulty building positive relationships with students and their parents, especially if there are differences in background and culture. The teacher's problem with pedagogical competence is that teachers find it difficult or confusing to prepare, organize learning strategies, and evaluate learning because the curriculum continues to change. Lastly, the problem teachers face regarding professional competence is that teachers have difficulty keeping up with developments in education and updating their skills through appropriate training or professional development, and teachers must follow high ethical standards.

The researcher conducted initial interviews with several English teachers at Yogyakarta High Schools. From the interviews, the researcher found that the teacher realized that his pedagogical competence was still not good because the teacher lacked experience and was still in the learning stage. In addition, the

researcher found that teachers have tried to develop their pedagogical competencies by attending online seminars. However, this method is considered ineffective due to limited time, lack of interactivity, and lack of practice. Then, the teacher stated that he still did not know the right place to improve his pedagogical competence and was still confused about finding the right strategy to enhance his pedagogical competence. Even though teachers have studied independently through YouTube and the internet, this method is still very lacking or not yet effective in increasing their pedagogical competencies, so it is necessary to find other more effective ways to improve these competencies. In addition, teachers find it difficult to determine the time to take part in offline competency development activities because teachers are busy, which makes their time very limited.

Therefore, these problems need to be considered because pedagogical competence is one of the important components of effective learning and a superior generation. All teachers, of course, really want to have good pedagogical competence in order to become professional teachers. This research will be able to help teachers, not only English teachers but all teachers, in finding the right strategy in an effort to improve pedagogical competence.

### **Delimitation of the Problem**

Research on educator competence covers a wide range of topics. Competencies in education include the individual, the classroom, and the

profession. However, in this research, the researcher only focused on pedagogical competence so that the research could be more controlled and relevant to what the researcher wanted to prove. Besides that, in order to focus, the current research limits the research focus, research location, research participants, and research methods. First, this study limits the focus of the study. There are two focuses of this research, namely the strategies used by high school English teachers in improving pedagogical competence and the obstacles experienced by English teachers in junior high school in improving their pedagogical competence. Second, the place of research is also limited, only taking place in Yogyakarta. Third, the researchers also decided that only six participants were recruited for this research. Finally, the qualitative approach is the sole one employed in this study.

### **Research Question**

The researcher draws on the aforementioned context to develop two study questions:

1. What are the teachers' perceptions on the obstacles in enhancing pedagogical competence in teaching English at Junior High School in Yogyakarta?
2. What are the teachers' perceptions on the strategies to overcome the obstacles in enhancing the pedagogical competence in teaching English at Junior High School in Yogyakarta?

### **The Objective of the Research**



The goals of the study are derived from the following research questions:

1. To find out the teacher's perceptions on the obstacles in enhancing pedagogical competence in teaching English at Junior High School in Yogyakarta.
2. To find out the teacher's perceptions on the strategies to overcome the obstacles in enhancing the pedagogical competence in teaching English at Junior High in Yogyakarta.

### **The Significance of the research**

The findings of the research are expected to provide benefits and knowledge for students, teachers, and future researchers:

#### ***Students***

This research can provide benefits for students because students can use this information regarding pedagogical competencies. Students are able to gain knowledge about teachers' pedagogical competencies and strategies for improving these competencies.

#### ***Teachers***

This research can be used by teachers to find out the obstacles in improving pedagogical competence and to increase their awareness in improving pedagogical competence. Besides that, this research can be used by teachers as a source of knowledge to find the right strategy for improving their pedagogical competence. The findings of this study may also be utilized by educators to get insight into

where they are in terms of their own pedagogical strengths and areas for development.

### ***Future research***

Researchers that are planning to perform similar studies might consult this study's findings for guidance. The findings from this study may be utilized as a benchmark against which future research can be measured.

### **Organization of the Chapter**

The total length of this study is five chapters. The first chapter provides context for the rest of the study by outlining the research topic, its scope, the research questions and goals, and the relevance of the study.

Chapter two is a literature review. This provides a definition of pedagogical competence, understanding the strategies of English teachers in an effort to improve pedagogical competence, and the obstacles experienced in improving pedagogical competence. The theoretical foundations of pedagogical proficiency as a whole are laid forth in this section.

The approach is described in Chapter three. In this section, the researcher explains the process by which the research was carried out. Methods, instruments, participants, contexts, and data-gathering strategies are all covered in this section. The researcher includes a discussion of data analysis methods in this section.

Chapter four contains findings and discussion. This chapter presents the

results of the data analysis, interpretation of the data, and discussion of the findings.

Chapter five contains conclusions and recommendations. This chapter provides general answers to research questions and recommendations from the researcher. Recommendations are given to teachers, students, and other researcher.