TEACHERS' PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH AT JUNIOR HIGH SCHOOL

Nurliyanti[1], Nadrun[2], Maf'ulah[3]

[1,2,3] English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Palu

*nurliyantiisintia@gmail.com

ABSTRAK

Penelitian ini berfokus pada kompetensi pedagogik guru bahasa Inggris. Penelitian ini bertujuan untuk mengetahui kompetensi pedagogik guru bahasa Inggris dalam mengajar bahasa Inggris di SMP Negeri 13 Palu. Teknik pengumpulan data yang digunakan adalah angket, wawancara dan observasi. Observasi digunakan untuk mengetahui persepsi siswa tentang kompetensi pedagogik guru dalam mengajar bahasa Inggris. Wawancara digunakan untuk mengetahui kompetensi pedagogik guru dalam mengajar bahasa Inggris. Observasi juga digunakan untuk melihat proses mengajar bahasa Inggris di kelas. Hasil angket menunjukkan bahwa persepsi siswa pada guru bahasa Inggris ketika mengajar bahasa Inggris adalah kompetensi pedagogik yang sangat baik dalam menguasai karakteristik siswa, kemampuan mengembangkan kurikulum/silabus, mengembangkan potensi siswa dan evaluasi hasil belajar. Hasil wawancara dengan empat guru bahasa Inggris menunjukkan bahwa ada beberapa kesulitan dalam pembelajaran yaitu dalam penggunaan teknologi dan pengembangan potensi siswa. Hasil observasi menunjukkan bahwa kompetensi pedagogik empat guru bahasa Inggris dalam mengajar bahasa Inggris dalam kategori baik. Secara umum kompetensi pedagogik guru bahasa Inggris di SMP Negeri 13 Palu secara umum berada pada kriteria baik.

Kata Kunci: Guru, Kompetensi, Kompetensi Pedagogik.

ABSTRACT

This research focuses on pedagogical competence of English teachers'. This research aims to find out pedagogical competence of English teachers in teaching English at SMP Negeri 13 Palu. Data collection techniques used were questionnaire, interview and observation. The observation was used to find out the students perception on the teacher's pedagogical competence in teaching English. The interview was used to determine the pedagogic competence of teachers in teaching English. The observation was also used to see the process of teaching English in the classroom. The result of questionnaire showed that students' perceive on English teachers' when teaching English were very good pedagogical competence in mastering the characteristics of students, ability to develop curriculum/syllabus, developing students potential and evaluation of learning outcomes. The results of interviews with four English teachers showed that there were some difficulties in learning they are in the use of technology and developing the potential of students. The results of the observations show that the pedagogic competence of four English teachers in teaching English is in the good. In general, the pedagogical competence of the English teacher at SMP Negeri 13 Palu is generally in good criteria.

Keywords: Teacher, Competence, Pedagogical Competence.

INTRODUCTION

Education is an effort to improve children's knowledge and development. By having this, it is hoped that students will be able to get prepared and improve the quality of their lives. School is one of the places to organize education. In school, there is one element inherent in the teaching-learning process: teachers where schools are educational facilities and teachers are people who carry out education.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and developing students in early childhood education through formal education, basic education, and secondary education. The position of teachers as professionals as referred to in Law Number 14 of 2005 concerning Teachers and Lecturers in article 4 functions to increase the dignity and role of teachers as learning agents to improve the quality of national education. As professionals, they are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. And also in article 10 paragraph 1 states that teachers must have pedagogical competence, personality competence, social competence, and professional competence.

The implementation of Number 16 of 2007 Concerning Standards of Academic Qualifications and Teacher Competence is a development of the Law Number 14 of 2005 on teachers and lecturers, Teacher Core Competencies and Teacher Subject Matter Competencies in learning process. This regulation covers 10 core competence and 37 subject matter competence on the pedagogical domain, 5 core competence and 13 subject matter competence on personality, 4 core competence and 7 subject matter competence on social and 5 core competence and 11 subject matter competence on the professional competence to possess and apply learning process.

To perform the task professionally, the teachers must have competence according to the applicable standards Law Number 14 of 2005. One of these competences is pedagogical competence which has a strong influence on the quality of learning. Pedagogical competence is teachers' capability in managing the learning process from planning to evaluation. It consists of understanding students, basic principles in teaching, curriculum development, lesson plan, ICT mastery, students' potential development, teachers' communicate with students, evaluation and reflective action (Permendiknas No. 16 Tahun 2007).

Teacher or educator is someone who responsible for giving guidance to personality development and abilities of students both in the spiritual and physical aspects so that the students able to live independently properly individual and as social being (Auliawati, 2017). Teachers are the direct actors of their own professional development Gonzales, et al. (2002). The professional teachers must have academic qualification and competence. The competence that a teacher must have namely pedagogical competence, personal competence, social competence and professional competence, the regulation of the Minister of National Educational of the Republic of Indonesia Number 16 of 2007. Those competences are integrated with teacher performance. As ideal teacher, he or she must have good qualification, professional and master the four teachers' competence.

In addition, Hakim (2015) a teacher is a key to develop quality of education. He/she is one of themain pillars of a sound and progressive society. The success of the students in teaching learning process in the classroom cannot be separated from the action of teacher as an educator, therefore teacher or educator is pressed to have competency to educate or in teaching. Uno (2007:15) states that teacher is conscious adults responsible for educating, teaching, and guiding students. More addition states from Apriyanti (2014:9) point out that the teacher is one of the important components involved determine the high and low quality of education. Teacher attendance is absolute requirements for the implementation of the learning process in school. Teacher competence based on Musfah (2011:27) the competence is a collection of knowledge, behavior, and skill that teacher must have in order to achieve the learning and educator goals. Competence is obtained through educating, training and independent learning by utilizing learning resources. Competence is a combination of knowledge, skills, values, and attitudes which are reflected in the habit of thinking and acting (Mulyasa, 2009:78).

Technological Pedagogical Content Knowledge (TPACK) Component there are: (1.) *Technological Knowledge* (TK) Technology Knowledge (TK) is the basics of technology that can be used to support learning. Mishra and Koehler (2006) emphasize basic knowledge, knowledge of technology, and skills in using them to support understanding of the subject matter being studied. (2.) *Pedagogical Knowledge* (PK) describes in-depth knowledge related to teaching and learning theory and practice which includes objectives, processes, assessment learning methods, strategies, and others.

Knowledge of pedagogy requires understanding the cognitive, affective, social, and developmental aspects of learning theory and how that theory can be applied in the learning process. Teachers should understand deeply and focus on the required pedagogy, namely how students understand and construct knowledge, attitudes, and skills (Koehler and Mishra, 2011). (3.) *Content knowledge* (CK) is teachers' knowledge about the subject matter to be learned or taught. As Shulman (1986) noted, this knowledge would include knowledge of concepts, theories, ideas, organizational frameworks, knowledge of evidence and proof, as well as established practices and approaches toward developing such knowledge. (4.) *Technological Content Knowledge* (TCK) includes understanding technology and subject matter that can help and influence other components (Mishra and Koehler, 2006). (5.) *Pedagogical Content Knowledge* (PCK) is consistent with and similar to Shulman's idea of knowledge of pedagogy that applies to the teaching of specific content. Specifically, according to Shulman (1986), this transformation occurs as the teacher interprets the subject matter, finds multiple ways to represent it and adapts and tailors the instructional materials to alternative conceptions and students' prior knowledge. PCK covers the core business of teaching, learning, curriculum, assessment, and reporting, such as the conditions that promote learning and the links among curriculum, assessment, and pedagogy. (6.) *Technological Pedagogical Knowledge* (TPK) is a series of understandings of how learning changes occur by utilizing technology that is used to support active learning and can help and simplify the concepts of subject matter. TPK requires understanding the advantages and disadvantages of the required technology applied in the context of the subject matter that occurs in the learning process (Schmidt et al. 2009). (7.) *Technological Pedagogical Content Knowledge* (TPACK) is an extension of the PCK concept by adding a special type of teacher knowledge technology. Koehler and Mishra (2008) describe TPACK as the basis of effective teaching with technology and requires an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help address some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones.

METHOD

The type of research used in this research was qualitative research. This research used qualitative approach with the type of case study research. The reason why researchers used the method because in this research researchers only tried to describe the result of data analysis obtained about how was the pedagogical competence of English teachers' in teaching English at SMP Negeri 13 Palu as a research question that has been formulated.

The techniques used to collect the data in this research were observation, interview, and questionnaire. The data analysis used to analysis the data is an interactive model of data analysis proposed by Miles and Huberman (1984) to find the result of interview, components of data analysis interactive model Miles and Huberman are: data reduction, data display, and verify conclusion. The data that had been gotten from questionnaires were organized by giving score to questionnaire response. The questionnaire was Likert Scale questions that have five alternative answers are provided as follow: Always, Often, Sometimes, Ever and Never. In this case, each statement was scored in the sequence of 5, 4, 3, 2, and 1. The researchers counted the frequency of the students' responses about the questionnaire by tabulated it used the following formula (Ridwan, 2006: 89).

$$P = \frac{f}{N} \times 100\%$$

To analysis data observation the researchers used Microsoft Excel and watching video from YouTube to see how to analysis data. The researchers then analyzed the data which were classified and interpreted into good and clear interpretation. It made general conclusion of this research. To determine the score of interpretation criteria, it was based on Ridwan and Akdong (2010: 89) are as follow:

Percentage and Criteria Table

Percentage	Criteria
0 - 20%	Very Low
21 – 40%	Low
41 – 60%	Moderate
61 – 80%	High
81 – 100%	Very High

FINDINGS AND DISCUSSION

FINDINGS

This research was conducted at SMP Negeri 13 Palu by distributing Questionnaire to the 50 student about their perceptions of English teachers, conducting observations and interviews with four English teachers to obtain data on their pedagogical competence in teaching English. As a main question in this research with limit the research on ten items contained in Teacher Standard Competency in the Regulation of the Minister of National Education Number 16 of 2007. Then, the information that provided from the respondent was analysis in three steps such as data reduction, data display and verification or drawing conclusion until the data obtain answer the main question that has been formulated before.

Based on explanation above, the researchers would describe an answer about how is the pedagogical competence of the English teachers at SMP Negeri 13 Palu as the research question according to the result found of this research in below:

1. The results of questionnaire

The questionnaires were distributed to 50 respondents of the research. In components of pedagogical competence there were four core competences about pedagogical competence. Each core competencies has some questions; first mastering the characteristics of the students had 6 questions, second curriculum development had 6 questions, third evaluation of learning outcomes had 5 questions, the last developing students' potential had 3 questions.

The results of questionnaire

No	Questions	Frequency					Percentage				
		5	4	3	2	1	5(%)	4(%)	3(%)	2(%)	1(%)
1	When starting the lesson, did your teacher arrange the seats according to the students' needs?	40	10				80%	20%			
2	Does your teacher first ask students' readiness before starting the lesson?	46	4				92%	8%			
3	Does your teacher at each meeting ask students' difficulties with the material that has been studied?	40	6	4			80%	12%	8%		
4	If there are students who do not understand the material, is your teacher willing to explain the material again?	36	13	1			72%	26%	2%		
5	Does your teacher respond to/answer questions from students who like to ask questions and are curious about the subject matter?	35	12	3			70%	24%	6%		
6	For students who are smart in their lessons, does your teacher ask these students to help teach other students?	34	7	6	3		68%	14%	12%	6%	
7	Does your teacher inform what material will be	44	2	4			88%	4%	8%		

No	Question										
	studied before starting the lesson?										
8	Does your teacher first convey the purpose of the material being studied before starting the lesson?	12	35	3			24%	70%	6%		
9	Does your teacher convey the subject matter properly and correctly and easily understood?	40	10				80%	20%			
10	Does your teacher deliver the material by way of lectures at each meeting?	10	17	23			20%	34%	46%		
11	Does your teacher carry out the learning process by means of discussion and question and answer?	41	5	2	2		82%	10%	4%	4%	
12	When you are going to have a discussion or question and answer, does your teacher divide students into several groups with varying abilities?	13	15	22			26%	30%	44%		
13	Does the teacher provide opportunities for students to ask questions refute and express their own ideas about the lesson?	44	6				88%	12%			
14	Does your teacher carry out activities outside of learning such as discussion forums about subject matter?	32	11	7			64%	22%	14%		
15	Does your teacher provide opportunities for students to convey ideas related to the material being studied?	40	7	3			80%	14%	6%		
16	Does the teacher provide opportunities for students to take remedial action if the student's score does not reach tPhe KKM?	50					100%				
17	Before doing remedial, do the teacher and students discuss the obstacles that students face during the learning process and about student grades?	31	19				62%	38%			
18	After the learning process or material delivered is complete, does your teacher give assignments/practices to be done at home?	45	5				90%	10%			
19	Does your teacher conduct tests (daily tests) on previously studied subject matter?	12		34	2	2	24%		68%	4%	4%
20	After doing the test whether the teacher and students discuss the test again.	47		3			94%		6%		

Question number 1, 2, 3, 4, 5 and 6 is related to pedagogical competence of the core competence 1, namely *mastering the characteristics of the students*. Question number 7, 8, 9, 10, 11, and 12 is related to pedagogical competence of the core competence 3, namely *curriculum development*. Question number 13, 14, 15, and 16 is related to pedagogical competence of the core competence number 6, namely *potential development of the students*. Question number 16, 17, 18, 19 and 20 related to pedagogical competence of is the core competence number 8, namely *evaluation of learning outcomes*.

2. The results of Interview

This research is on the pedagogical competence of English teachers in teaching. The researchers presented the data from this study based on data obtained from interviews with English teachers' at SMP Negeri 13 Palu. Next, the researchers analyzed data related to teachers' pedagogical competence in teaching English. To obtain data on the pedagogical competence of English teachers in teaching, there are ten core teacher competencies studied by the researchers, the data obtained by conducting interview.

In mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects, showed that all teachers are able to understand the characteristics of students in their own way. It can be seen from one of the teachers' answer: "In general the understanding of the students can mean the teacher's ability to understand the condition of students (both physically and mentally) in the learning process. So that it is hoped that good interactions can be created between teachers and students in order to create activities conducive in learning. In the sense that the teacher knows the ins and outs of the students being taught, determines the appropriate learning methods, materials and tools an enable students to develop their potential through interactions and learning experiences."

Mastering the theory and principles of educational learning, shows that 3 out of 4 teachers can master educational theory and learning, in learning theory the teacher knows there are many theories and principles of learning. The most common theories are behaviorism theory, cognitive theory, constructivism theory, and humanism theory. Regarding the principles of learning, respondents have varied answers because there are various kinds of principles in learning. Regarding approaches, strategies, methods, and learning techniques, teachers use various methods. Approach: scientific, contextual, cooperative and communicative approach. Strategies: problem-based learning, project-based learning, inquiry learning, discovery learning, active learning, and cooperative learning. Several learning methods are used to implement learning strategies, including lectures, demonstrations, discussions, simulations, laboratories, field experiences and debates.

In curriculum development, showed that all English teachers also carried out learning according to the steps in the lesson plan so that the learning process can be achieved according to the learning objectives and the teacher adapts to current conditions. The teacher prepares a syllabus that is in accordance with the curriculum, the teacher designs a lesson plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve the specified basic competencies, the teacher follows the sequence of learning materials by paying attention to the learning objectives, the teacher chooses learning materials that: (1) in accordance with the learning objectives, (2) appropriate and up-to-date, (3) according to the age and level of

learning abilities of students, (4) can be implemented in class and (5) in accordance with the context of students' daily lives.

Organizing educational learning, showed that 2 of 4 teachers' had been able to develop plans for implementing learning by implementing educational learning. Developing educational Learning that educate can be in the form of various creativity that students built with the teachers that creativity is not only done by students, but must be together with the teacher as their partner.

Utilizing information and communication technology for learning purposes showed that 2 of 4 teachers' had been able to develop plans for implementing learning by implementing educational learning. Teachers use teaching media such as picture media, media that exist in the environment around students, such as real objects, and LCD / Projectors. Learning resources are also taken from student handbooks and looking for references on the internet.

In facilitating the Students' to actualize their various potential, showed that 2 of 4 teachers' carried out learning activities to encourage students with learning process activities to encourage students to achieve their learning achievements well, the teacher developed the potential of students through extracurricular provided at school according to the interests and talents of students, enrichment and remedial, and counselling guidance (BK). When the teacher fined that students have potential, the teacher facilitates them through extracurricular activities, for example in terms of sports, leadership, scouting and academically who are considered capable.

Teacher in communicate effectively, emphatically, and politely with students, showed that 3 of 4 teachers' can communicate with students. The teacher uses questions to find out understanding and maintain student participation, including giving open questions that require students to answer with their ideas and knowledge. Then the teacher gives attention and listening to all students' questions and responses, without interrupting, unless necessary to help or clarify the questions/responses.

In conducting assessment and evaluation of learning outcomes, showed that 2 of 4 teachers' conducted assessments using authentic assessment techniques where authentic assessments were in the form of attitude assessments, knowledge assessments, and skills assessments. The teacher analyzes the learning assessment results to achieve the learning objectives. The teacher conducts an assessment of learning processes and

outcomes. The teacher evaluates the effectiveness of the process and learning outcomes and uses information on the results of assessment and evaluation to design a remedial and enrichment program.

Utilizing the results of evaluation for learning purposes, showed that 2 of 4 teachers' used the results of knowing the extent to which students understood a learning material. The teacher has designed improvements and enrichments to help students who have difficulty understanding the subject matter to achieve better results. The teacher has also communicated the assessment results, and the teacher uses the results of the student's assessment.

Take reflective to improve the quality of learning, showed that 2 of 4 teachers' took reflection actions at each meeting during learning. After the meeting evaluated a kind of test, the reflective gave students assignments at home. Then at the next meeting, it would be discussed before entering the following material to feel active. Some ask for the opinion of fellow teachers to see how to teach and reflect at the beginning of learning by asking students what material they learned last week. Then at the end of the lesson, the teacher asks which material students do not understand if there is the material that students do not understand. Then the teacher explains again so that the students understand. Moreover, teachers motivate students always to learn.

3. The results of Observation

Observations in this study were carried out on grade 7 to grade 9 teachers in the English learning process. Observations were made to find out how the pedagogical competence of English teachers at SMP Negeri 13 Palu. In this research, the researchers used an observation sheet that had been adjusted to the core competence in Permendiknas no.16 of 2007. As for the observation sheet using 10 core competence on pedagogical competence, namely mastering the characteristics of students, mastering learning theories and educational principles of learning, curriculum development, educational learning activities, utilization of learning media and technology for learning purposes, developing students potential, communicating with students, conducting assessments, evaluation of learning outcomes and take reflective action to improve the quality of learning.

	The Results of Observation		
1.	Mastering the characteristics of students	89%	Very High
2.	Mastering learning theories and educational learning principles of learning	77%	High
3.	Curriculum development	88%	Very High
4.	Educational learning activities	79%	High
5.	Utilization of learning media and technology	65%	High
6.	Developing students potential	43%	Moderate
7.	Communicating with students	86%	Very High
8.	Conducting assessment	81%	Very High
9.	Evaluation of learning outcomes	88%	Very High
10	Take reflective to improve the quality of learning.	80%	High

DISCUSSION

Based on the above findings, the pedagogical competence of English teachers at SMP Negeri 13 Palu is based on the above. Pedagogic competence is the ability of teachers to manage student learning starting from planning, implementing, and evaluating learning processes and outcomes which consist of teachers' understanding of (a) educational foundations, (b) student characteristics, (c) curriculum development, (d) lesson plans, (e) implementation of educational learning, (f) implementation of dialogic learning, (g) utilization of ICT, (h) evaluation of learning outcomes, (i) development of student potential (Mulyasa, 2007). From the description of pedagogical competence, pedagogic competence is the ability to manage student learning. Teachers can plan and program learning well and choose and use appropriate media and learning methods. Based on Permendiknas No. 16 of 2007 concerning Standards for academic qualifications and pedagogical competence of subject teachers, there are ten core teacher competencies and 37 subject teacher competencies.

Based on the results of questionnaire, it can be seen from the students' perceptions of core competence 1 pedagogical competence, namely mastering the characteristics of student, students perceive 94% or in the very high category. Students' perceive on pedagogical core competence number 3 pedagogical, namely curriculum development, gets 87% or very high category. Then core competence number 8 and 9, namely the assessment of learning outcomes with 91% or the very high category and finally students' perceptions of core pedagogic competence number 6, namely developing student potential with 94% results or the same as very high category. So it can be concluded that the final result of students' perceptions of the four pedagogical competencies of English teachers at SMP Negeri 13 is 92% or very high category.

Based on the results of interview with the four English teachers are:

Mastery the characteristics cannot be achieved if the teacher still keeps distance (far) with his students. The teacher is able to record and use information about the characteristics of students to help the learning process. These characteristics are related to physical, intellectual, social, emotional, moral, and socio -cultural aspects: teachers can identify the learning characteristics of each student in their class, the teacher ensures that all students get the same opportunity to actively participate in learning activities, teachers Can arrange classes to provide the same learning opportunities to all students with different physical abnormalities and learning abilities, the teacher tries to know the causes of deviations in the behavior of students to prevent the behavior not to harm other students, the teacher helps develop the potential and overcome the shortcomings of students , The teacher pays attention to students with certain physical weaknesses in order to participate in learning activities, so that the students are not marginalized (excluded, raised, inferior, etc.).

The teacher mastered the theory and principles of learning, the teacher understands the four learning theories used in general. Regarding the principle of learning the teacher explains there are many principles of learning.

Teachers have developed lesson plans well following the syllabus in the school curriculum, teacher manuals, student manuals, and other resource books. Teachers also carry out learning under the steps in the lesson plan so that the learning process can be achieved with learning objectives. The teacher selects, arranges, and organizes learning materials according to the needs of students. In the implementation of learning, the teacher adjusts the lesson plan's learning steps with current conditions.

The teacher carries out learning guided by the learning steps that have been prepared in the lesson plan. Teachers use learning media such as picture media, media in the environment around students, and YouTube media to share links about learning videos to help or support learning.

Teachers use smartphones to support learning and use applications such as Whatsapp to send students learning materials and videos for students to watch that are relevant to learning materials. Teachers use cellphones to find more relevant subject matter for this technology, both from the internet and YouTube media. All teachers use WhatsApp to send material such as learning videos for students to watch and also use an

LCD/Projector and then connect it to a computer; from there, the teacher shows videos, pictures, and materials for learning purposes.

Teachers help students with learning process activities to encourage students to achieve good learning achievements; teachers develop students' potential through extracurricular activities provided at school according to the interests and talents of students. From this, students' potential can be seen, and the teacher always motivates so that students are always enthusiastic about learning.

Teachers and students communicate well and politely during learning activities. The teacher was in the classroom before the bell rang, so the teacher waited and prepared students to study. Furthermore, the teacher always speaks softly like a child, a friend, a parent in the classroom.

In learning, the teacher has conducted an assessment using authentic assessment techniques where authentic assessment is in the form of attitude assessment, knowledge assessment, and skills assessment. The teacher analyzes the learning assessment results to achieve the learning objectives. The assessment of the teacher's attitude assesses how to be polite and how to dress students, regarding the knowledge and skills of the teacher assessing the assignments collected by students. Some teachers use individual and group assessments to provide questions or tests to be answered to evaluate what they have learned and also use the assessment tools that each teacher has prepared.

The teacher has used the assessment results to determine the extent to which students understand a learning material. The teacher has designed remedial and enrichment to help students who have difficulty understanding the subject matter to achieve better results. The teacher has also communicated the assessment results, and the teacher uses the results of the student's assessment.

The teacher has taken reflective action by asking what students have not understood from the teacher's material. During learning, the teacher takes reflection actions at each meeting. After the meeting evaluates a kind of test, the reflective give assignments to students to do at home. Then at the next meeting, it will be discussed before entering the following material to feel active. Some ask for the opinion of fellow teachers to see how to teach and reflect at the beginning of learning by asking students what material they learned last week. Then at the end of the lesson, the teacher asks

which material students do not understand if there is the material that students do not understand.

Based on the results of observations with four English teachers at SMP Negeri 13 Palu, the final results of 10 core competence with 51 items that the researcher observed. Of the 10 core competencies, there are 5 core competences in the very high category, 4 core competences with the high category, and 1 core competence with the moderate category, so it can be concluded the final result obtained is 78% or the same as high category.

CONCLUSION

Based on the findings and discussion, the conclusion was that the Teachers' Pedagogical Competence in teaching English at SMP Negeri 13 Palu. The result of questionnaire showed that students' perceive on English teachers' when teaching English were very good pedagogical competence in mastering the characteristics of students, ability to develop curriculum/syllabus, developing students potential and evaluation of learning outcomes. The results of interviews with four English teachers showed that there were some difficulties in learning are in the use of technology and developing the potential of students. The results of the observations show that the pedagogic competence of four English teachers in teaching English is in the good cateogory. In general, the pedagogical competence of the English teacher at SMP Negeri 13 Palu is generally in good criteria.

ACKNOWLEDGMENT

REFERENCES

Aprianty, P. (2014). Hubungan Kompetensi Pedagogik Guru Dengan Hasil Belajar Siswa Pada Mata Pelajaran Ilmu Penetahuan Sosial Di SD Negeri 60 Kota Bengkulu. *Skripsi*, Program Sarjana, Universitas Bengkulu. Bengkulu. Unpublished.

Auliawati, S. (2017). Kompetensi pedagogik guru agama Islam di SMA Negeri 12 Banda Aceh. *Skripsi,* Program Sarjana, Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh. Banda Aceh. Unpublished.

Gonzales, A. Mantoya, C, Sierre N. (2002). What do EFL teachers seek in professional development programs? Voices of teachers. *Ikala Revista de lenguaje y cultura*. 7(12): 29-50.

Hakim, A.(2015). Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning. *The International Journal of Engineering and science*. 4(2): 1-12

Koehler, M. J. & Mishra P. (2011). Deep-play: Developing TPACK for 21st century teachers. *International Journal of Learning Technology*, 6(2), 146-163.

Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers. (2012). Available in http://luk.staff.ugm.a.id/atur/UU14-2005GuruDosen.pdf

Miles, M. B. & Huberman, A. M. (1994). *Qualitatif Data Analysis*. London: Sage Publication.

Mishra P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, 108(6), 10-17.

Mishra P., & Koehler, M.J. (2008). *Introducing TPACK. AACTE Committee on Innovation and Technology. The handbook of technological pedagogical content knowledge (TPACK) for educators*. Mahwah, NJ: Lawrence Erlbaum Associates.

Mulyasa. (2009b). *Menjadi Guru Professional: menciptakan pembelajaran kreatif dan menyenangkan.* Bandung: Remaja Rosdakarya.

Musfah, J. (2011). *Peningkatan Profesi Guru:Melalui Pelatihan dan Sumber Teori Belajar dan Pratik*. Jakarta: Kencana.

Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik dan Kompetensi Guru.

Ridwan & Akdon. (2010). *Belajar Mudah Penelitian Untuk guru-Karyawan dan Peneliti Pemula*. Bandung: Afabeta.

Schmidt, D.A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Technological pedagogical content knowledge (TPACK) the development and validation of an assessment instruments for preservice teachers. *Journal of research on Technology in Education*, 42(2), 123-149.

Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*. 15(2): 4-14.

Uno, H. (2007). *Model Pembelajaran Menciptakan Proses Belajar Mengajar Yang ssKreatif dan Efektif*. Jakarta: Bumi Askara.