

CHAPTER ONE

INTRODUCTION

Background

A qualified teacher should not merely understand about how to deliver lessons to the students, but he or she also needs to understand three important teaching aspects including: learning and instruction, facilitation of learning, and evaluation of learning (Jarolemik and Foster, 1976). Learning and instruction deal with how a teacher prepares and conducts the process of teaching and learning while facilitation in learning is concerned with specifically helping learners to be successful in the process of learning. Evaluation of learning comprises an aspect that equips a teacher to know his or her success in the teaching activities. Every teacher should possess enough capacity in these aspects in order to a successful and qualified teacher.

A qualified teacher, as defined by Shulman (1987), is someone who has the ability to arrange successful learning situation, the knowledge about the subject matter, and the knowledge about the goals of education. These qualities are commonly related to pedagogical competence. Pedagogical competence is defined as:

“The ability of an individual to use a coordinate, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/or effectiveness in pedagogy (Madhavaram, Laverie, 2010, p. 5).”

In Indonesian case, pedagogical competence is stated as one of teachers' competencies. To discuss teachers' competencies in Indonesia, one should refer to Article 8 of the Law of the Republic of Indonesia Number 14 of 2005. It explicitly states that teachers' competencies comprise of four dimensions; those are pedagogical competence, personal competence, social competence, and professional competence. These competences should be acquired through professional education.

According to Act No. 19 Year 2005 on National Standard of Indonesian Education, pedagogical competence is the ability to manage the learning of learners that includes an understanding of learners, learning design and implementation, evaluation of learning outcome, and development of the learners to actualize their potential.

To meet the criteria, students need to perform their teaching skill into practice. This program is due to the preparation process designed for teachers training program; in that students are required to learn how to apply their pedagogical competence. This program requires the students to be able to practice their knowledge on pedagogical skill such as making lesson plan including developing curriculum, selecting appropriate teaching method, and conducting evaluation. This pedagogical knowledge has been learnt by students and been applied from semester two until semester five. To apply this pedagogical knowledge into practice, students were provided with some teaching practices such as practicum (praktikum) started from semester one till semester six, and

experiential teaching practice (*praktek pengalaman lapangan*) conducted in semester six.

Teaching Practice is considered as a useful activity to implement the theories students have learnt into practice. Darling Hammond (2006b) identifies that “teaching practice is one of the ‘pedagogical cornerstones’ of ‘powerful teacher education’ (p.306), which enables teachers to bridge the theory-practice and gain deep insights on the unique differences, interests and needs of learners”. Wike, cited in Shulman (1987), also emphasized that Teaching Practice is a good place for pre-service teacher to practice the content of pedagogic knowledge, or knowledge on how to teach. Moreover, Richard & Crookes (1998) note that teaching practice is considered as a “major opportunity for the pre-service teacher to acquire the practical skills and knowledge needed to function as an effective language teacher” (p. 9). It could be concluded that Teaching Practice is very important in teachers’ education. This program is a stage where students practice a curricular program, which is a term of culmination from whole educational program. Teaching practice, in other word, is a program which is aimed to apply students’ knowledge about theories, and students’ creativity into practice.

Eventhough pedagogical competence is very important to be mastered by students, the writer finds some discrepancies between the stated outcome and the achieved result. There are, in fact, some PBI students who are not satisfied with their ability in understanding pedagogical competence. They may feel lack of ability in pedagogical competence eventhough they have learnt knowledge of teaching. According to Shulman cited in Liakopoulou (2011, p. 3) pedagogical

skill includes some following stages: (a) understanding/perception; (b) modification/transformation; (c) teaching, (d) evaluation (e) feedback; f) reflection.

In line with PBI students' cases, Joan, Christine, and Margaret (2014) have conducted a study by using both in-service and pre-service teachers to find their perceptions about pedagogical competence. The study showed that pedagogy and classroom managements are two main problems that those teachers encountered. These problems also occurred with PBI students when they were undergoing teaching practice. Hence, a research on the PBI students' perceptions toward their pedagogical competence is never studied so the research is very important to be conducted.

Statement of the Problem

English Education Department students have learnt pedagogical knowledge in each subject lesson and the way to execute them in teaching practice. They are equipped with useful pedagogical knowledge supervised from semester two till semester five. Principles of Teaching and Learning, Language Learning and Acquisition, Issues in Language Teaching and Learning, Language Assessment and Evaluation, Classroom Management, Curriculum Design, Instructional Design, and Education and Teaching Practice (buku panduan akademik UMY) are some subjects taught to students. It is highly important to arm them with pedagogical knowledge since they are the teachers' candidate.

To identify the students' achievement toward their understanding in pedagogical competence, it is important to conduct a study to ensure students'

1. To identify students' perceptions toward their pedagogical achievement in pre-teaching
2. To identify students' perceptions toward their pedagogical achievement in while-teaching
3. To identify students' perceptions toward their pedagogical achievement in post-teaching

Significance of the Research

There are three significant points out of this study that provide the valuable contribution to the students, the lecturers, and the future researchers.

1. Students

This research discusses the information related to students' pedagogical competence that might give the direct good contribution for the students. First, this research can help the students know every points of pedagogical competence that must be mastered before performing teaching. Second, this research might also help the students identify both of their weaknesses and strengths in pedagogical competence.

2. Lecturers.

This research contains the information about students' perceptions toward their pedagogical competence. The research findings might help the lecturers of how to identify the aspects of pedagogy that must be strengthened by students, and help the lecturers of how to improve students' pedagogical competence.

3. Future researchers.

This research is expected to inspire the future researchers in conducting the next research related to the pedagogy. The future researchers may use this research finding as a guide to conduct wider area in pedagogy, especially students' pedagogical competence.

Outline of the Research

This undergraduate thesis consists of five chapters, namely introduction, literature review, methodology, finding and discussion, and conclusion.

Chapter 1 would discuss about research introduction. This chapter consists of background, statement of the problem, limitation of the problem, research question, significance of the research, and outline of the research.

Chapter 2 would present a review of related literature. This chapter consists of 3 sub-chapters; first, it will present some definitions of the terminology used in this paper. Next, it will present some discussions of pedagogical competence. Finally, it will present the conceptual framework used in this paper.

Chapter 3 would discuss about research methodology. This study will employ qualitative method. The population of the research is all PBI UMY students and the sample is taken 6 students. Data collection method will use questionnaire and data analysis will employ qualitative approach.

Chapter 4 would discuss about the finding. This chapter explains the findings of the research question in detail.

Chapter 5 would present a conclusion. This chapter is consisted of 3 sub-chapters which are conclusion, implication, and recommendation.