



**PEDAGOGICAL COMPETENCE OF ENGLISH TEACHER IN  
OVERCOMING LEARNING DIFFICULTIES OF STUDENTS  
IN DISTANCE LEARNING DURING COVID-19 PANDEMIC**

**THESIS**

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## ABSTRAK

Mazidah, Nonik Yukafi, (2021). *Kompetensi Pedagogik Guru Bahasa Inggris Dalam Menangani Kesulitan Belajar Siswa Saat Pembelajaran Jarak Jauh Selama Pandemi Covid 19*. Tesis, Jurusan pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang, Pembimbing: Dr. Alfian Zuhairi, M.Pd

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Paradigma pendidikan menuntut agar proses pembelajaran dikelola secara profesional oleh pendidik yang profesional pula, guna mencapai tujuan yang berlandaskan pada suatu pendidikan. Profesionalisme merupakan syarat yang harus dipenuhi dalam menjalankan suatu tugas. Dalam hal ini, kompetensi pedagogik teater sangat dibutuhkan, terutama di era covid 19 ini; yang mewajibkan proses pembelajaran dilakukan dalam pembelajaran jarak jauh. Skripsi ini membahas tentang kompetensi pedagogik guru bahasa Inggris dalam mengatasi kesulitan belajar siswa. Rumusan masalah dalam penelitian ini adalah: pertama, bagaimana bentuk kesulitan belajar siswa; dan kedua, bagaimana upaya kompetensi pedagogik guru bahasa Inggris dalam mengatasi kesulitan belajar siswa.

Penelitian ini menggunakan desain kualitatif, yang memusatkan perhatian pada gambaran keseluruhan daripada memecahnya menjadi variabel-variabel, peneliti kualitatif berusaha menjelaskan suatu fenomena. Wawancara digunakan sebagai alat utama untuk mengumpulkan data. Wawancara kualitatif memungkinkan peneliti untuk memperluas pemahaman yang lebih baik tentang masalah dan tanggapan terhadap pertanyaan penelitian. Selanjutnya, wawancara ini memberikan wawasan lebih lanjut tentang cara guru menggunakan kompetensi pedagogik untuk mengatasi kesulitan belajar siswa dalam pembelajaran jarak jauh selama pandemi covid-19.

Hasil penelitian ini menunjukkan bahwa kompetensi pedagogik guru bahasa Inggris dapat mengatasi kesulitan belajar siswa, melalui kemampuan memahami karakteristik siswa, kemampuan membuat desain pembelajaran, melaksanakan pembelajaran dan mengevaluasi pembelajaran, kemampuan mengembangkan potensi yang dimiliki siswa; memotivasi siswa untuk terus belajar dalam menciptakan pembelajaran yang kondusif. Dengan kompetensi ini, guru menggunakan dirinya sebagai pemimpin di kelas untuk mengelola pembelajaran yang efektif dan efisien. Sehingga merupakan upaya untuk mengatasi kesulitan belajar siswa.

## ABSTRACT

Mazidah, Nonik Yukafi, (2021). *Pedagogical Competence of English Teacher in overcoming students learning difficulties in distance learning during Covid-19 Pandemic*. Thesis, English Language Education Study Program. Postgraduate Program, University of Islam Malang.

Keywords: Pedagogical competence, learning difficulties, distance learning

The educational paradigm demands that the learning process be managed professionally by professional educators as well, in order to achieve goals that are based on an education. Professionalism is a requirement that must be met in carrying out a task. In this case, teacher's pedagogical competence is needed, especially in this covid 19 era; which obliges the learning process done in distance learning. This thesis discusses the pedagogical competence of English teachers in overcoming students' learning difficulties. The problems of this research are: first, what is the form of students' learning difficulties; and the second, how the efforts of the English teacher pedagogic competence in overcoming the learning difficulties of students.

This study employed qualitative design, which focuses on concentrating on the total image rather than breaking it down into variables, qualitative researchers attempt to explain a phenomenon. Interview was used as the primary tool to collect data. Qualitative interviews enable a researcher to expand a better understanding of the problem and responses to the research question. Furthermore, these interviews provided further insight about the way teacher uses pedagogical competence to overcome students' learning difficulties in distance learning during covid-19 pandemic.

The results of this study show that the pedagogic competence of English teachers can overcome students' learning difficulties, through the ability to understand the characteristics of students, the ability to make learning designs, carry out learning and evaluate learning, the ability to develop the potential of students; motivate students to continue learning in creating conducive learning. With this competency, the teacher uses himself as a leader in the classroom to manage effective and efficient learning. So that it is an effort to overcome the learning difficulties of students

## CHAPTER 1

### INTRODUCTIONS

In this chapter the researcher is going to describe theories related of background of the research, research problem, the objective of the research, scope and limitation, definitions of key terms, and significance of the research.

#### 1.1 Background of the Study

The educational paradigm demands that the learning process be managed professionally by professional educators as well, in order to achieve goals that are based on an education. Professionalism is a requirement that must be met in carrying out a task. Teachers and education personnel are a component in learning activities, have competence to determine the success of learning, because the main function of the teacher is to design, manage, implement, and evaluate learning (Getteng, 2011). In addition, the position of the teacher in learning activities also determines the goals of education. In order to realize these goals, people who have quality resources are needed which is one of them is a teacher, because they handle education directly. Therefore, they must be noticed in order to become professionals.

Professional teachers always attach themselves to a high dedication to their duties, an attitude of commitment to the quality of the process and work results, always trying to improve and update their models or how they work in accordance with the demands of the times (continuous improvement), which is

based on a high awareness that the task educating is the task of preparing the next generation who will live in their time in the future (Muhaimin,2007). Then the role of the teacher in the classroom, they act as a communicator, communicating subject matter in verbal and non-verbal forms. The message to be conveyed to the communicant is in the form of text, notes, oral, story, and so on. The message has been packaged in such a way that it is easy to understand, understand, learn, digest, and apply to students (Sato, 2020). The message in the verbal form is designed to be presented in several meetings, and is applied in accordance with competency standards, basic competencies, indicators, media, and time allocation according to the material load and content.

In regard, the Law of the Republic of Indonesia Number 14 of 2005 concerning teacher and lecturer states that "teacher competence includes pedagogical competence, personality competence, social competence, and professional competence". One of the competencies that is quite urgent in the learning process and determines the success of teaching is pedagogical competence. This competency requires teacher to master a number of knowledge about how to teach effectively, be able to develop curriculum, develop syllabus, and lesson plans, carry out effective learning by mastering methods, and understand situations inside and outside the classroom (Mulyasa, 2008).

Pedagogical competence is a professional competence in teaching process including: (1) Ability to plan a learning system; (2) Ability to implement the learning system; (3) The ability to evaluate the learning system; and (4) The ability to develop a learning system (Mulyasa, 2008). Here the importance of



pedagogical competence to be applied correctly and responsibly. Because this competency contains a set of knowledge and behavior, which must be realized in the form of skills to master techniques and teaching methods, which are based on educational insights and foundations.

The existence of teacher's pedagogical abilities will be able to unravel and overcome student learning difficulties in learning. According to Hashweh (2003), teacher's pedagogical conceptual change may occur when certain conditions are met. Teachers need to have the intention of seeking new teaching strategies to solve their teaching problems because new strategies are expected to make students easy to understand the materials. There are a lot of student learning difficulties, especially in learning English as a foreign language, such as: difficulties in understanding grammar, composing sentences and understanding reading text. Coupled with the existence of government regulations regarding distance or distance learning during Covid-19 pandemic published in the Decree of the Ministry of Education and Culture, 2020; adding to the difficulty of learning students in English is increasing, because there is no direct interaction with teachers or classmates. The aforementioned sentences can be concluded that teacher's pedagogical competence is necessary to overcome the students learning difficulties especially in learning English as a foreign language during distance learning.

Rarely the similar studies have been conducted by some researchers such as Yang & Kuo (2020) carry out the study to involved ten student teachers in a computer assisted language learning (CALL) teacher preparation program where

they qualified pedagogical theoretical change and produced new teaching strategies to solve teaching problems in CALL classrooms. They found the three main pedagogical conceptual changes emerging from these student teachers include: (1) creating new CALL teaching strategies to support students' learning in overcoming difficulties in learning English as a foreign language; (2) obtaining new experiences in applying CALL knowledge into teaching practice and system improvement; (3) engaging in role reversal among teachers, system designers, learners, and facilitators. While Barton and Haydn's survey (2006) investigated what encouraged the teachers to make progress in their pedagogical competence to use technology in subject teaching. The findings pointed out the importance of having an experienced CALL teacher to act as a role model using computers in the classroom to pass on experience and know-how and to provide consultation for new teachers or student teachers to integrate technology into their teaching. However, Parsons, Vaughn, Malloy, & Pierczynski (2017) found when EFL teachers act to realize a new teaching idea, they often come up with a teaching context, but likely encounter many problems and find it difficult to solve them. Another research, Tratnik (2017), found substantial differences in student satisfaction as online courses were compared to face-to-face EFL learning. When compared to their online counterparts, students taking the face-to-face course were found to be more comfortable with the course. In other side, Nyoman (2021) found that The Covid-19 atmosphere pandemic is a major problem in the implementation of learning because all learning is carried out online and this is a new challenge for students and educational staff, therefore learning is still

designed as well as students cannot participate in the learning process. He done his research and demonstrated a program training in the form of online learning on how to speak English so that students have high motivation even in a pandemic situation. This is done with the aim is to help students improve their English skills.

To sum up, five aforementioned previous studies there are some important areas relating to the findings which are not discover yet-which might be the gaps I can fill. One of them is that the five previous studies are conducted aboard and for the universities students. Will the findings still indicate the similar ones if the locus in Indonesia, for the level junior high school, and in the distance learning situation during this pandemic situation that was done in rural area? To uncover this question, we need to study more about the pedagogical competence in overcoming students learning difficulties in distance learning. Sometimes a new study demonstrates findings which could be partially or totally dissimilar to what previous researchers have discovered depending upon participants of different locus and different first language background (Razae and Farahian, 2012). All in all, the aforementioned important areas which are not ascertained yet are urgent to uncover. Accordingly, this current study which will be about pedagogical competence of English teacher in overcoming students learning difficulties in distance learning.

### **1.2 Focus of the study**

Based on the background of the study, the problem in this research is formulated as follows:



1. How are learning difficulties of students in distance learning during Covid-19 pandemic perceived by teacher's perception?
2. How are the pedagogical competences of English teacher overcoming the learning difficulties of students in distance learning during Covid-19 pandemic?

### **1.3 Objective of the Study**

This research need to give a research objective as a follows:

1. To investigate learning difficulties in distance learning during Covid-19 pandemic faced by students.
2. To investigate how is the teacher solve learning difficulties of the students in distance learning during Covid-19 pandemic.

### **1.4 Scope and Limitation**

Based on the background that has been described, the scope and limitation of the research is the pedagogical competence of English teacher in overcoming learning difficulties of students in distance learning during Covid-19 pandemic at SMPI Darussaadah Gubugklakah. The pedagogical competence of English teacher is the teacher's ability to manage student learning which includes understanding student characteristics, planning and implementing learning and evaluating learning outcomes. Due to limited time the researcher only investigates the seventh and ninth grade. The learning difficulties of students in distance learning during Covid-19 pandemic at SMPI Darussaadah Gubugklakah, what is meant in

this study is a form of learning difficulties of students in understanding grammar, reading and writing a paragraph or a dialogue.

### **1.5 Definition of Key terms**

In order to avoid any other misinterpretations, misunderstanding and to give clear concept about the research of the variable involved the following key term should be defined:

1. Pedagogical Competence

Pedagogical competence is basically the teacher's ability to manage student learning process. Pedagogic competence is a distinctive competence, which will distinguish teachers from other professions and will determine the level of success of the learning processes and outcomes of their students.

2. Learning Difficulties

Learning difficulties can be interpreted as a condition and a learning process marked by certain obstacles to achieve learning outcomes.

3. Distance Learning

Distance learning is education that is taught from a distance, without a physical classroom.

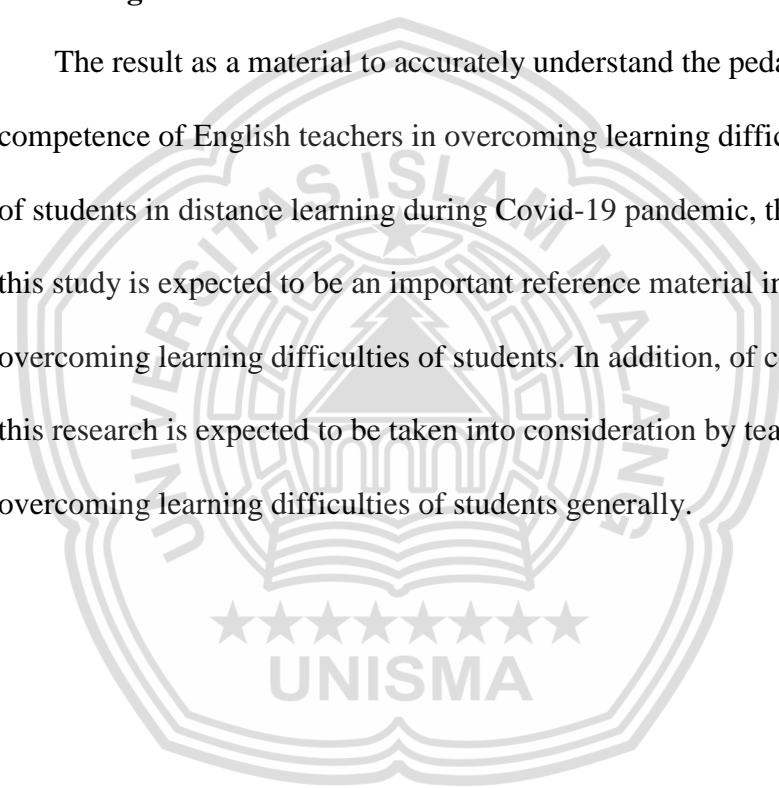
## **1.6 Significance of the Research**

### **1.6.1 Theoretical significances**

The results of this study are expected to contribute and provide new ideas related to the pedagogical competence English teachers in overcoming learning difficulties of students in distance learning

### **1.6.2 Practical significances**

The result as a material to accurately understand the pedagogic competence of English teachers in overcoming learning difficulties of students in distance learning during Covid-19 pandemic, therefore this study is expected to be an important reference material in overcoming learning difficulties of students. In addition, of course, this research is expected to be taken into consideration by teachers in overcoming learning difficulties of students generally.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and the suggestion about the result of this study.

#### 6.1. Conclusion

Based on the description of the previous material, regarding the pedagogic competence of English teachers in overcoming the learning difficulties of students in distance learning during covid-19 pandemic, the researcher can conclude several things, which are:

1. Students' learning difficulties in English subjects are following and understanding lesson material during distance learning such as: use of grammar (present tense), lack of vocabulary and difficulty understanding language structure; which is influenced by two factors, which are external factors and internal factors. The internal factor is the lack of motivation of students to study in English subjects so that students are late in understanding the subject matter. Meanwhile, external factors are inadequate media to participate in distance learning, family and society environments which are majority farmers so that students do not get the motivation to learn English.

2. The efforts of teachers of pedagogic competence of English education teachers in overcoming students' learning difficulties in distance learning, which are: the ability of teachers to design and implement learning strategies that are in accordance with the potential characteristics and needs of students in their learning; and establishing small study groups by adhering to the health protocol during the Covid-19 pandemic so that students can get subject matter more intensively so that the complete learning applied can be achieved and achieve the desired achievement.

## 6.2. Suggestion

After completing the research, the researcher would like to suggest that:

1. For further research hoped that will be able to develop research related to the pedagogical competence of the teacher in overcoming students learning difficulties in distance learning, then can be expanded by adding some participant for further research and also with new strategies to provide even better benefits.
2. For the reader hoped can more give criticism related to the learning difficulties.
3. For the teacher hoped can more explore the newest activity in distance learning process



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