

**THE ROLE OF TEACHER PEDAGOGIC COMPETENCY IN  
MOTIVATING STUDENTS' INTEREST TO LEARN  
ENGLISH AT SMP NEGERI 1 PALASA**



**THESIS**

Submitted to Fulfill one of the Requirements to obtain a Degree of Sarjana Pendidikan (S.Pd) in English Tadris Study Program Teacher Training and and Tarbiyah Faculty State Islamic University Datokarama Palu

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2024**

**Statement of the Thesis Authenticity**

I hereby declare that this thesis entitled: "**The Role of Teacher Pedagogic Competency in Motivating Students' Interest to Learn English at SMP Negeri Palasa**" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I am ready for all the consequences thereafter due to this misconduct.

Palu, 18 April 2024

9 Syawal 1445 H

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**APPROVAL PAGE**

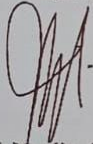
This thesis entitled: “**The Role of Teacher Pedagogic Competency in Motivating Students’ Interest to Learn English at SMP Negeri 1 Palasa**” written by Asmaul Husna, NIM. 16.1.16.0009, a student of Englis Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu. After having through observation and careful correction, each supervisor decides that the thesis has met all the requirements needed for examination.

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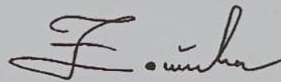
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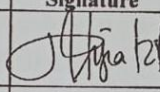
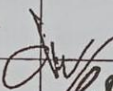
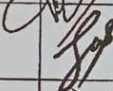

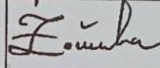


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### LEGALIZATION

This thesis by Asmaul Husna , NIM. 16.1.16.0009 entitled “ **The Role Of Teacher Pedagogic Competency In Motivating Students' Interest To Learn English At SMP Negeri 1 Palasa** ” which has been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 24<sup>th</sup> November 2022 has met all the criteria for scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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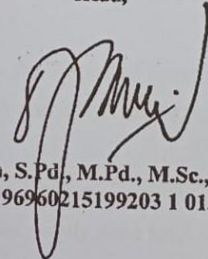
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In preparation for this thesis, the researcher realize that this thesis is still far from perfect, and there are still many shortcomings due to all the limitations and abilities the researcher has. However, the researcher tried to present this thesis as well as possible, so that i can have benefits for many parties. Therefore, the researcher accept all constructive criticism and suggestions for improving this thesis.

The researcher realizes that his thesis could not be completed without guidance and support from various parties. On this very special occasion with the deepest sincerity, the researcher would like to thank:

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The Researcher

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9. Research Permission Letter
10. Certificate of Completion of Research
11. Research Documentation
12. Curriculum Vitae

## **ABSTRACT**

Name : Asmaul Husna

NIM : 16.1.16.0009

Title : THE ROLE OF TEACHER PEDAGOGIC COMPETENCY IN  
MOTIVATING STUDENTS' INTEREST TO LEARN ENGLISH  
AT SMP NEGERI 1 PALASA

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Teacher Pedagogic competency was the ability of teacher which includes understanding students in-depth, designing learning and carrying out learning evaluations, as well as developing students to actualize their various potentials.

This research departs from the formulation of the problem of (1) How did the role of teacher pedagogic competency in motivating students' interest in learn English at SMP Negeri 1 Palasa ?, and (2) what were the factors that motivating students interest in learning English at SMP Negeri 1 Palasa related to the teacher pedagogic competence?

This research uses descriptive qualitative, data collection techniques through observation, interviews, and documentation. The data techniques used are data reduction, data presentation, and conclusion.

The results of this research show that the role of teacher pedagogic competence in motivating interest in learning English at SMP Negeri 1 Palasa consists of six aspects of teacher pedagogical competence, namely student understanding, learning design, learning implementation, use of technology, development of student potential, and evaluation of results. studying is good enough.

So it can be conclude that the pedagogic competency of the English teacher is very good. While the obstacles the role pedagogic competency in motivating students interest to learn there is two factors can motivate interest in learning English, internal factors including student awareness, and external factors including the quality of education, as well as facilities.

## CHAPTER I INTRODUCTION

### A. Background of Research

Education was very important for every human being because education has a major factor that determines the progress of a nation. It was explained in Undang-undang (UU) Number 20 of 2003 that the National Education System (Sisdiknas) states that:

“Education was a conscious and planned effort to create a learning atmosphere and the learning process of students actively developing their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the skills they need, society, nation, and state.”<sup>1</sup>

This means that education is carried out with conscious and planned efforts made by educators who can guide and develop the potential of students so that they can be useful for themselves, society, nation, and state. At school, within the school environment, there were components that are interrelated with education, namely an educator or teacher. Teachers were the main factor in playing an important role as educators whose job was to encourage, provide guidance, and improve students' knowledge and skills in order to achieve success in the learning process in the classroom.

In creating effective and enjoyable learning, it was very important for a teacher to have competencies that include knowledge and skills in carrying out professional duties as a teacher. Professional teachers must have four basic competencies as teachers in carrying out their duties, including pedagogic

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<sup>1</sup>Sudarwan Danim, *Pengantar Kependidikan* (Bandung: ALFABET, 2011), 4.

competence, personality competence, social competence, and professional competence. However, the related competence here was the teacher's pedagogic competence in motivating students to learn English. Pedagogic competence were a teacher's ability which includes understanding students in-depth, designing learning, and carrying out learning evaluations, as well as developing students to actualize their various potentials.<sup>2</sup> So it can be said that in achieving learning objectives, teachers must have the ability to design interesting learning processes so that students are interested in learning. Teacher who didn't have the competence to achieve the desired learning objectives.

Basically, pedagogic competence cannot be obtained suddenly, a teacher must learn continuously to achieve this ability. The ability of a teacher not only to provide understanding, guidance, and mastery of the material to students, but the teacher must be able to manage the internal learning process and use easy-to-understand learning methods and learning strategies that attract students' interest in learning. learning so that students are more motivated and have a strong desire to learn English well in class. In the learning process, students was succeed if they have the had been and desire or drive to learn, it can be said with motivation. Motivation can be interpreted as a condition that exists within a person who encourages and desires to carry out certain activities to achieve a goal.

Based on the Pra-observation, the researcher conducted an interview with one of the teachers, especially the English teacher at SMP Negeri 1 Palasa through a smartphone communication device. The pedagogic competence of teachers at

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<sup>2</sup>Ahmad Rasuli, *Kompetensi Pedagogik Guru Dalam Meningkatkan Hasil Belajar Siswa Mata Pelajaran Sosiologi DI SMA Darut Tauhid*, (Khatulistiwa 2013).

SMP Negeri 1 Palasa, especially English teacher in carrying out the learning process, appears to be more mechanical and less so that students' motivation to learn English in participating in the learning process is less than optimal.

Learning motivation was in the form of encouragement or desire that arises from within students (intrinsic) and from outside students (extrinsic) to do something. With high motivation, it can be expected that students get good learning outcomes. In the current situation, various factors can influence students to be lazy in learning and didn't have high learning motivation, one of which is a teacher, so a teacher plays an important role in the teaching and learning process.

Interest was a feeling of preference and interest in something or activity, without being asked.<sup>3</sup> Based on this opinion, it can be concluded that someone who had a preference or desire and is motivated to do something without coercion from others but that arises from within oneself. Because motivation and interest can improve an effective learning process, so a teacher must be able to generate motivation for students' interest in learning so that they can study hard and seriously so that they can achieve the desired learning goals.

Based on the problems above, the researcher was interested in conducting research entitled **“The Role of Teacher Pedagogic Competency in Motivating Students' Interest to Learn English at SMP Negeri 1 Palasa”**.

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<sup>3</sup>DP Tampubolon, *Mengembangkan Minat Membaca Pada Anak*, (Bandung. Angkasa.2003).



## **B. Problem of the Research**

Based on the background of above, the researcher state the research problem as follow:

1. How was the role of teacher pedagogic competency in motivating students' interest learn English at SMP Negeri 1 Palasa?
2. What were the factors of motivating students' interest to learn English at SMP Negeri 1 Palasa relate to the pedagogic competency of teacher ?

## **C. Objective and Significance of the Research**

Based on the problem above, the research objectives are :

1. To find out the role of teacher competency in motivating students' interest to learn English at SMP Negeri 1 Palasa.
2. To find out the factors of motivating students' interest to learn English at SMP Negeri 1 Palasa relate to the pedagogic competency of teachers.

This research was expected to give significant contributions as follow:

1. Theoretical significance

This research was expected to make a significant contribution to the world of education and become a source of information in answering problems in the learning process and increasing the role of teacher pedagogic competency in motivating student interest to learn English.

2. Practical significance

Significance for researcher, can make a contribution by researcher, among others, was to increase knowledge about teacher pedagogic competency in motivating interest to learning English.

- a. For teachers: It can be used as additional experiences and new insights about the pedagogic competence of teacher, especially English teacher and develop the quality of the learning process that is more interesting and can carry out the task of being a good educator.
- b. For students: It was hope that students can achieve mastery in learning so that they got optimal learning outcomes and achieve satisfactory achievements.

#### **D. Operational Definition**

Several words and title terms were used in the research, so as to avoid misunderstanding and understanding of this research, the researcher explains the definition of the title term as follows :

1. Pedagogic Competency was teacher mastery which includes teacher understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their potential.
2. Motivating interested in learning motivation can be defined as motivation or reason to carry out an activity in order to achieve a goal. Interest was marked by the desire from within a person to did something related to activities with out coercion from others.
3. Students' Interest in learning means a high inclination and enthusiasm or a great desire for something.
4. English was the language used as a medium of communication and as the first international language used to interact with other people around the world.

## **E. Outlines of the Research**

This thesis is divided into five chapters and each chapter is thing interconnected as a unified series of scientific works. To know briefly about each of the chapters' discussions, the researcher puts the outlines of the contents of the thesis as follows:

1. Chapter I Introduction; explaining the background of research, problem of the research, objectives significance of the research, operational definition, and outlines of the research .
2. Chapter II Literature Review; explaining the previous research, literature review, and Theoretical framework.
3. Chapter III Methodology of the Research; explaining the approach and design, research location, presence of the research, data and data sources, the technique of data collection, the technique of data analysis, the technique of data validity.
4. Chapter IV Research Finding and Discussion : describing the result of the research including an overview of SMP Negeri 1 Palasa and a brief history of SMP Negeri 1 Palasa, how was the role pedagogic competency in motivating students' interesnt learn english at SMO Negeri 1 Palasa.
5. Chapter V Conclusion and Suggestion ; explaining about the conclusion of the research result and suggestion that researcher can convey.

## CHAPTER II

### LITERATUR REVIEW

#### A. Previous Research

In this research, the researcher also took previous from the studies. There are some previous findings from some researchers. They are as follow:

The first previous research conducted by Basri (2019) with the title “Analysis of Teacher Pedagogical Competence in Teaching English at the First Grande of SMA Negeri 5 Selayar”. The finding of this research focused more on analyzing the pedagogical competence of a teacher in the process of teaching English in the classroom.<sup>4</sup> The similarity of previous research with this research was the same as researching the pedagogic competence of teachers. The difference in the problems studied in previous studies conducting research on the analysis of teachers' pedagogic competencies in teaching English while this research more focused on the role of teachers' pedagogic competency in motivating student interest to learn English.

The second previous research conducted by Fajar Muhktar (2017) with the title “The Students Motivation in English Language Learning of Eight Graders at MTS DARUL Amin Palakaraya”. The finding of this research aim to find out how teachers were motivated in learning English in the eighth grade at MTs Darul Amin Palangkaraya, then describe how motivatied was used in learning English.<sup>5</sup> The similarity from previous research with this research both examines students'

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<sup>4</sup> Basri. *Analysis Of Teacher Pedagogical Competence In Teching English At The First Grade Of SMA Negeri 1 Selayar*. Makassar. 2019.

<sup>5</sup> Fajar Muhdar. *The Students Motivation In English Language Learning Of Eight Graders At MTS DAarul Amin Palakaraya*. Palakaraya. 2017.

motivation in learning English. The difference lies in the problem to be studied from previous studies conducting research on student motivation in learning English while this research examines the role of teacher pedagogic competency in motivating students' interest to learn English.

The three previous research conducted by Neneng Nur Sholihah Puja Sari (2020) with the title “An Analysis of Teacher’s Pedagogical Competence in Teaching English at Madrasah Aliyah Labolatorium Kota Jambi. The research above aims to find out how the pedagogic competence of teachers in teaching English mainly focus on controlling the characteristics of students in teaching English at the MA Laboratory of Jambi City.<sup>6</sup> The similarity from previous research with this research both examines the pedagogic competence of teachers in teaching English. The difference lies in the problem to be studied from previous research conducting research on the analysis of the pedagogical competence of teachers teaching English, especially in controlling the characteristics of students in teaching English. Meanwhile, this research focuses on the role of the teacher's pedagogic competency in motivating students' interest to learn English.

It can be concluded that researchers are interested in conducting research with the title of the role of teacher pedagogic competency in motivating student’s interest to learn English.

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<sup>6</sup> Neneng Nur Sholihah Puja Sari. *An Analysis of Teachers Pedagogical Competence in Teaching English at MA Laboratorium Kota Jambi*. Jambi. 2020.

## **B. Literature Review**

### **1. The Role of Teachers**

The role is an activity carried out because of a necessity or demands in a profession on related in a circumstances and reality. The teacher is the main character in implementing education at school, and the teacher becomes the second parent for students at school. The role of a teacher is very important in the classroom, namely educating, teaching, guiding, and helping the development of knowledge and skills of students. According to Undang-undang No. 14 of 2005 Teachers and Lecturers were professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal primary and secondary education.<sup>7</sup> So the teacher plays an important role in in the world of education, namely educating, teaching, guiding, and helping the development of students knowledge and skills.

The role of the teacher in the learning process includes:

- a. As a teacher, the main task of the teacher was to teach science and knowledge to students, by conveying material in the learning process using certain strategies and methods so that students were able to understand the material presented.

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<sup>7</sup>Dosen Pendidikan.co.id *Pengertian Guru Menurut Para Ahli* Dari <http://www.dosen.pendidikan.co.id>, retrieved from april 02<sup>th</sup> 2021

- b. As a facilitator, the role of a teacher as a facilitator is to be able to provide services so that students can easily accept and understand the subject matter. So that the learning process will be more effective and efficient.
- c. Teachers as managers in the learning process, teachers play a role in managing the atmosphere in the classroom in learning process. A teacher is able to create a more conducive and comfortable classroom atmosphere for learning.
- d. As an assessor, assessing is one of the important tools to collect data or information on the success of students in the process that had been carried out, by doing learning the teacher can find out the success of students in achieving learning goals.
- e. Teachers as motivators, in the process of teaching and learning activities has achieve success if students can have high motivation to learn, so that teachers have an important role to create motivated and enthusiasm in students in the learning process.<sup>8</sup>

From the five roles of a teacher, it can be concluded that the role of a teacher was very important and influential in the world of education, especially in school, then it is not one teacher know as a hero without services so that students can respect and respect the teacher as they should respect their parents because a teacher is a parents who was sucked. The role of a teacher was a very large responsibility, because it must have pedagogical competencies, where each students can be understood by the teacher so that the teacher can guide towards the desired destination.

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<sup>8</sup> S. Archana and K. Usha Rani, "Role of a Teacher in English Language Teaching (ELT)" International Journal of Educational Science and Research (IJESR)7, 1-4 (2017): 3

## 2. Pedagogical Competence

In general, competence is a ability or skill that is owned by a person in carrying out a job or task in a certain field, in accordance with the position that had been given. Competence was not only about a person's knowledge or ability, buy the willingness in doing what was known to produce benefits. Competence according to Wibowo was an ability to did or carry out a job or task based on skills and knowledge that was supported by the work attitude required by the job.

From the description above, it can be concluded that competence was an ability that must be mastered by an educator where that ability has make a person an expert, and which was reflected in the habit of thinking.

According to Jack Gordon, there were aspects contained in the concept of competence, among others, namely: Knowledge, understanding, skill, value, interest. The explanation above showd that competency was not only limited to ability but includes understanding, knowledge, abilities, values, attitudes, and interests.<sup>9</sup> Everything must be mastered by the teacher, as a form of his professionalism as a quality educator. From this, it can be seen that the difference in the point between the teaching profession and other profession in their duties and responsibilities. These duties and responsibilities were closely related to the ability required to carry out the profession. The ability that basis was nothing but the competency that must be possessed by a teacher.

In Undang-Undang the Republic of Indonesia number 14 of 2005 article 8, teacher competence includes pedagogic competence, social competence,

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<sup>9</sup>E Mulyasa, *Kurikulum berbasis Kompetensi Konsep Karakteristik dn Implementasi* (Bandung: Rhineka Cipta, 2002), 38.



professional competence that will be obtained if following professional education.<sup>10</sup>

a. Personality Competency

Personal competency is a personal ability that can reflect the personality of someone who is mature, wise and authoritative, steady, stable, has a noble character, and can be a good example for students. Personal competence is divided into several parts, including:

- 1) With a steady personality, a teacher must act in accordance with social norms that apply in society, be proud to be a teacher, and be consistent in acting according to applicable norms.
- 2) With a mature personality, a teacher must display an independent nature in acting as an educator and have a high work ethic as a teacher.
- 3) Wise persona, an educator must display actions based on benefits for students, schools, and also the community and show in thinking and taking action.
- 4) An authoritative personality, a teacher must have behavior that can have a positive influence and be respected by students
- 5) Having noble character and being an example, a teacher must act in accordance with applicable norms (faith, piety, honesty, sincerity, love to help) and can be imitated by students.

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<sup>10</sup> Gurubinar, “*Kompetensi Guru yang Wajib Dimiliki oleh Calon Guru*”, retrieved from <http://gurubinar.id/blog/4> on January 14<sup>th</sup> 2022.

## b. Pedagogic Competency

Pedagogic competency is the ability of a teacher to understand students, design, implement learning, develop students, and evaluate student learning outcomes to actualize their potential. Pedagogic competence is divided into several parts, including the following:

- 1) Can understand students more deeply. In this case, a teacher must understand students by utilizing the principles of personality, identifying provisions for teaching students.
- 2) To design learning, teachers must understand the educational foundation for the benefit of learning, such as applying learning and learning theory, understanding the educational foundation, determining learning strategies based on the characteristics of students, teaching materials, competencies to be achieved, and preparing learning designs.
- 3) Carrying out learning, a teacher must be able to organize the learning background and carry out learning in a conducive manner.
- 4) Designing and evaluating learning, teachers must be able to design and evaluate student learning processes and outcomes on an on going basis using methods, evaluate and learning outcomes in order to determine the level of student learning completeness, and utilize the results of the assessment to improve learning programs.
- 5) Developing students as the actualization of various potentials of students, a teacher was able to provide facilities for students to be able to develop their academic and non-academic potential.

### c. Social Competence

Social competence was the ability possessed by a teacher to communicate and get along with education staff, students, parents of students, and the community around the school. Social competencies include:

- 1) Had an inclusive nature, acts objectively against, and does not discriminate against religion, gender, physical condition, race, family background, and social status.
- 2) Teachers who must be able to communicate politely, empathically, and effectively with fellow teachers, education staff, parents, and the surrounding community.
- 3) The teacher can do storage in various regions of Indonesia with various cultures.
- 4) The teacher was able to communicate orally and in writing.

### d. Professional Competence

Professional competence was mastery of learning material more broadly and deeply. Includes mastery of subject curriculum materials and the substance of science that covers the learning materials. Professional competencies include:

- 1) Mastery of the material, concepts, structures, and scientific mindset that can support the learning that was mastered
- 2) Mastery of competency standards and basic competencies of each subject or field mastered.
- 3) Developing learning materials that are mastered creatively.

- 4) Carry out continuous professional development by taking reflective actions.
- 5) Using technology in communication and self-development.

The term pedagogic competence comes from two words, namely 'competence' which means 'competence' and 'pedagogic', the word competency in English means competency which means proficiency and ability.<sup>11</sup> Pedagogic competence was the teacher's ability to manage the learning process of students in the classroom. Teachers must be able to optimize the potential of students to actualize their abilities in front of the class, and must be able to master learning theory and learning principles because students have various characters, traits, different interests.

Etimologically the word “competence” was adapted from English, namely “competence” or “competency” which means skill, ability, and authority. According to Suparno competence was adequate skills to carry out tasks or as having skills and proposed. Therefore from this opinion it can be concluded that competence was being an educator must have skills and proficiency in carrying out the learning process.

The teacher was one of the most important elements because the teacher was the foundation of state in education. So that the existence of professional and quality teacher had be able to develop quality national children. The key of an educator must be possessed, lived, mastered, and can be realized by the teacher in

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<sup>11</sup>Hamdani. “*Hubungan kompetensi pedagogic dan motivasi mengajar dengan hasil belajar siswa kelas XI pada mata pelajaran fikih di MAN 2 model Medan*”. Jurnal Ansiru Vol 1. juni 2017. p. 43

carrying out his professional duties as a teacher so that the goals of education can be achieved properly.

According to Mulyasa, pedagogical competence was the ability to manage learning which includes the concept of teaching which includes the concept of teaching readiness shown by mastery of knowledge and teaching skills. Or in other words Roja and Risa, pedagogical competence was the ability to manage student learning.<sup>12</sup> Based on this opinion, it can be concluded that pedagogical competence was the ability to manage learning based on character of students, by creating learning methods and strategies so that the potential possessed by students can develop properly and can achieve learning success.

**a) Aspects of pedagogical competence that must be possessed by a teacher include, among others:**

- 1) Mastering the queue of students.

Recognizing how the characteristics of students were the first step to be able to carry out their duties as a teacher, then it was required to understand how the characteristics of students so that the delivery of subject matter had be smoother if an educator can master the characteristics of students so that the teacher was able to master the class well.

- 2) Mastering learning theory and teaching learning principles.

A teacher does not only master a material, but was required to teach the material to students. As well as using various approaches, method strategies, and

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<sup>12</sup>Nurmayuli, *Faktor faktor yang mempengaruhi kompetensi pedagogik guru*, Jurnal Penelitian Sosial Agama vol, 5 No. 1. 2020.

creative learning techniques so that teachers can adjust learning methods that can motivate students to learn.

3) Curriculum development

Teachers were able to compile a syllabus in accordance with the most important objectives of the curriculum and used lesson plans according to the learning objectives. Teachers were able to compile learning materials according to the needs of students.

4) Creating educational learning activities

Teachers were expected to be able to apply learning theories that have been mastered in the classroom so as to create effective and educational learning.

5) Development of the potential of students

In pedagogic competence, a teacher was expected to guide the development of the potential of students.

6) Communication with students

The aspect of communication with students must be owned by a teacher because establishing good communication with students was the main key in carrying out good and effective learning.

7) Assessment and evaluation

The last stage of the teaching and learning process was the assessment and teaching process. With the teacher evaluating and the effectiveness of the process and learning outcomes and using information on learning outcomes and using the results of assessment and evaluation to design remedial and enrichment programs.

So by looking at aspects of aspects of existing pedagogical competencies, that to become a teacher was not easy because it is not only able to measure the learning process in class and understand students had also be able to design and regulate the learning process so that it is more effective.

#### **b) Factors that influence the development of teacher pedagogic competence**

Basically, the improvement of a teacher self-quality development in the implementation of learning was influenced by internal and external factor. The two factor above play a very important role in influencing efforts to improve quality in managing student learning better. Among the internal factors that can be developed for the development of teacher pedagogic competencies include, among others:

##### **1) Internal factors**

According to Facrudin's opinion, internal factor were factor that affect a person performance in carrying out their workers,<sup>13</sup> which affect the pedagogic competence of teachers as follows:

- a) Awareness was an inspiration from the Almighty in a person from birth. So it was hoped that by learning or practicing something knowledge, that something can be smarter. Awareness of the desire to continue to grow and progress is highly expected for all teachers
- b) Interest and motivation of the teacher itself, interest was special attention to certain situations that were created with a will and depending on talent and environment. Interest can be said as a strong impetus for someone to do

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<sup>13</sup> Yuyun Kamijan, “*Faktor Internal dan Faktor Eksternal Terhadap Kinerja Guru di Masa Pandemi Covid-19*”, Universitas Mercu Buana, Jurnal Ekonomi Manajemen Sistem Informasi 2, no.5, (2021): 631.

everything in realizing the desired goals and ideals. While motivation is the accumulation of power within a person to encourage, move, move, and generate hope to do something. So if someone has an interest and motivation in him, then he will consciously carry out activities according to his tendencies, in doing everything.<sup>14</sup>

Therefore, in the development of teacher pedagogical competence, the teacher interest and motivation from within are factors that can determine the goals of the development activity itself.

## **2) External factor**

External factor were factor that come from outside themselves that can affect their performance.<sup>15</sup> Those who participate in the development of teacher pedagogic competencies include the following:

- a) The quality of the level of education in work was often the educational factor is the most important requirement for developing certain positions. This was because the educational background will reflect certain awareness or skills as an indicator of one's work success. The higher a person's level of education, the greater his tendency to be successful in one's work. Therefore, improving the quality of a teacher had be greatly influenced by improving the quality of the education he has undergone by giving effect to efforts to facilitate him in improving the ability of professional teachers.

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<sup>14</sup>Juragandesa. Net "*Faktor Faktor yang Mempengaruhi Pengembangan Kompetensi Guru*", retrieved from <https://www.juragandesa.net/> on January 02<sup>th</sup>, 2022.

<sup>15</sup>Ibid 631.



- b) Teaching experience was also one of the factors that can support efforts to develop teacher pedagogic competencies to further improve the implementation of teaching and learning activities. Sufficient teaching experience, in the sense that the time spent by a teacher carrying out his duties had support maximum student learning achievement as a goal to be achieved by the school.
- c) Facilities or facilities were one of the supporting and inhibiting factor in the development of a better teacher pedagogic competence. Through adequate facilities and facilities, it was easier for teacher to hone their teaching skills through the use of learning facilities and media in schools.
- d) The role of the school principal support in fostering and developing teacher pedagogical competencies was basically not the task and responsibility of the teacher alone, but its development was also the responsibility of school leaders to achieve organizational goals through teacher improvement and abilities.<sup>16</sup>

The development of teacher pedagogical competence was strongly influenced by the need to optimize the role of school heads in a better direction through the implementation of proper supervision of school heads, as well as other programs and training that must be facilitated by school principals in increasing teacher pedagogical competence.

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<sup>16</sup> Ibid

### **3. Motivation of Students Interest to Learn English**

#### **a. Definition of Motivation**

Motivation are the desire that exists in an individual that stimulates something to did, without motivation there had be no activity because without motivation it will become passive. According to Sadirman opinion, motivation can be said to be a series of attempts to provide certain condition, so that something, and if he doesn't like it, he will try to negate or avoid that feeling of dislike.<sup>17</sup>

From the above opinion, it can be said that motivation was a condition or condition that encourages, triggers or moves a person to do something or his desire without encouragement from others who push from himself so that he can achieve the goals achieved.

#### **b. Factors that can affect learning motivation**

According to Dimiyati and Mudjiono, the factor that influence learning motivation were as folloes:

- 1) The aspirations of students

Motivation to learn appears in the desires of children since childhood, success in achieving desires can create a had to learn which had lead to ideal in life so that to achieve goals can strengthen motivation.

- 2) Student will

Student conditions which include physical and spiritual conditions affect student learning motivation

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<sup>17</sup>Annisa Afiananda Rizqi dkk. *The factores that influence students learning motivation*. Mahasiswa FKIP Universitas Lampung. 2018.

### 3) Student environmental conditions

Students can be influenced by the surrounding environment, therefore the condition of a healthy school environment, harmony, and social order need to be of higher quality so that enthusiasm and motivation for student learning is easily strengthened.<sup>18</sup>

### 4) Dynamic elements in learning

Students have feelings, concerns, desires, memories, and thoughts that change due to life experiences.

By paying attention to the factors that influence learning motivation, a teacher with everything in his ability to encourage learning motivation of students. Therefore, the teacher's task is very heavy to give maximum effort in order to generate motivation that comes from within oneself.

## **c. The Function of Learning Motivation**

Motivated for student learning, teacher always need to encourage students to learn to achieve goals. According to WinaSanjaya, there are two functions of motivation in the learning process, namely:

### 1) Encourage students to activities

Everyone's behavior was caused by an impulse that comes from within which was called motivation. The size of a person enthusiasm for work was largely determined by the size of that person's motivation.

## 2) As a guide

The behavior that was shown by each individual was basically directed to meet their needs or to achieve predetermined goals.<sup>19</sup>

Based on the opinion above, it can be concluded that motivation functions as a business driver in achieving his achievements, because someone does business with the encouragement or desire. So that the existence of good motivation in learning will show good results.

### **a. Definition of Interests**

In Slameto opinion, interest was a feeling and liking to be connected to something or an activity, without being asked. Interest was basically the acceptance of a relationship between oneself and something outside oneself.<sup>20</sup>

From the opinion above it can be concluded that interest has a close relationship to feelings of pleasure or liking so that interest can occur because of a happy attitude towards something desired. So interest can lead to enthusiasm in carrying out activities so that the objectives of these activities can be achieved the goals of interest. The existence of interest plays an important role in the life of students because interest has a great influence on attitudes and behavior. Student who have an interest in activities learning then will try to learn seriously compared to students who do not have an interest.

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<sup>19</sup>Erikasari, *Peranan Motivasi Kreativitas Dalam proses belajardan Pembelajaran*, Universitas Nahdatul Ulama Sumatra Barat Vol. 07 No, 02 2019

<sup>20</sup>Noor Komari Pratiwi *Pengaruh tingkat pendidikan, perhatian orang tua, dan minat belajar siswa terhadap prestasi belajar Bahasa Indonesia siswa*. Jurnal Pujangga Vol 1. No 2. Desember 2015. h 88

Learning interest which was a learning motivation obtained from the learning process which will later provide motivation and freedom to explore the learning experience. Methods that can be used to increase interest in learning and student motivation include:<sup>21</sup>

- 1) Giving student the opportunity to make decisions and control giving student the opportunity to make choices and control over what happens in class was the most appropriate way so that participants can be involved in the learning process.
- 2) Give student clear instructions to student so that they understand the intent and purpose of the teacher.
- 3) Creating a safe classroom atmosphere because the teacher puts too much emphasis on students who commit violations by giving threats in the form of consequences, especially if it is repeated and discussed, of course the teacher will have a negative image in the eyes of student and will be considered the teacher does not believe what the students are doing and students feel threatened.
- 4) Change the classroom so that students don't get bored with learning is done as well as the brain students are fresher and motivated learning.
- 5) Creating positive competition in the classroom if competition in the class is applied positively, the results will also be positive and can encourage students to learn more actively.

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<sup>21</sup>Retrieved from <http://www.pelajaran.co.id> *Pengertian minat belajar html*. On 04<sup>th</sup> april 2021 at 15:01

## **b. Understanding of Learning**

Learning was a process of effort made by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment. The factors that influence learning include several factors, namely:

### **1) Internal factors**

Internal factors are factors that come from within the students themselves in getting the desired learning outcomes. To determine the internal factors, there are three factors, namely: physiological and psychological factors.

a) Physiological factors are factors that include physical conditions in general and the five senses. Among them are physical (health), healthy is a condition wherever you are protected from various kinds of diseases. Health will greatly affect a person's learning process, in a healthy condition of course he will be able and able to follow the learning process well.

b) Psychological Factors

#### **1) Heredity**

Heredity was the first factor that children carry from birth as an inheritance from parents through genes and chromosomes, these factors affect learning because genetics greatly affects all aspects of children.

#### **2) Intelligent**

Intelligence according to William Strem was the ability to adapt to achieve goals using the right tools.

### 3) Interests and Talents

Interest was the right tendency to pay attention and remember some activities. Activities that were of interest to someone, were considered continuously accompanied by a sense of pleasure. So interest has a big influence on learning. While talent was the potential ability of students to achieve success in the future.

### 4) Motivation

Overall psychological, psychological, and sociological efforts to ensure learning and provide implementation guidelines to achieve learning goals.<sup>22</sup>

## 2) External Factor

External factor were factor that come from outside the students themselves who participate in influencing children learning, as follows:

#### a) Family

The family has a very important influence in shaping the learning of a child because the family is the first place where a person begins the learning process. Family influences that can affect children learning are the way parents educate, the atmosphere at home, the family's economic situation, and the cultural background or habits of the family.

#### b) School

In addition to the family environment, the school environment also affects students in learning, a learning environment that includes teaching methods,

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<sup>22</sup>Kompasiana.com, "Faktor-Faktor yang Mempengaruhi Belajar". Retrieved from <https://www.kompasiana.com/> on January 02<sup>th</sup>, 2022.

curriculum, discipline at school, student relations with teachers, building conditions, learning method, learning tools, and homework.<sup>23</sup>

#### c) The Community

One of the educational environments, the community was an external factor that also affect student learning. The community environment also affect students in learning. A learning environment that includes friends to hang out with, neighbor, in society, and the mass media.

### **C. Theoretical Framework**

In conducting a research t needs a framework of thinking as a basic commercade of research. The framework of thinking was a model or also an overview in the form of a concept in which it explains about a relationship between ne variable and another:

In essence of a techer as an important role in educational institutions, the techer as a techer is expected to have competence in accordance with the field of his teachings, the techer acts as a parent plant in school whose job is to direct students to achieve education goals and make them a complete human being that can be exemplary. Therefore a professional techer was needed according to Undang-undang No. 14 tahun 2005 about Teachers and Lecturers were professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal primary and secondary education.

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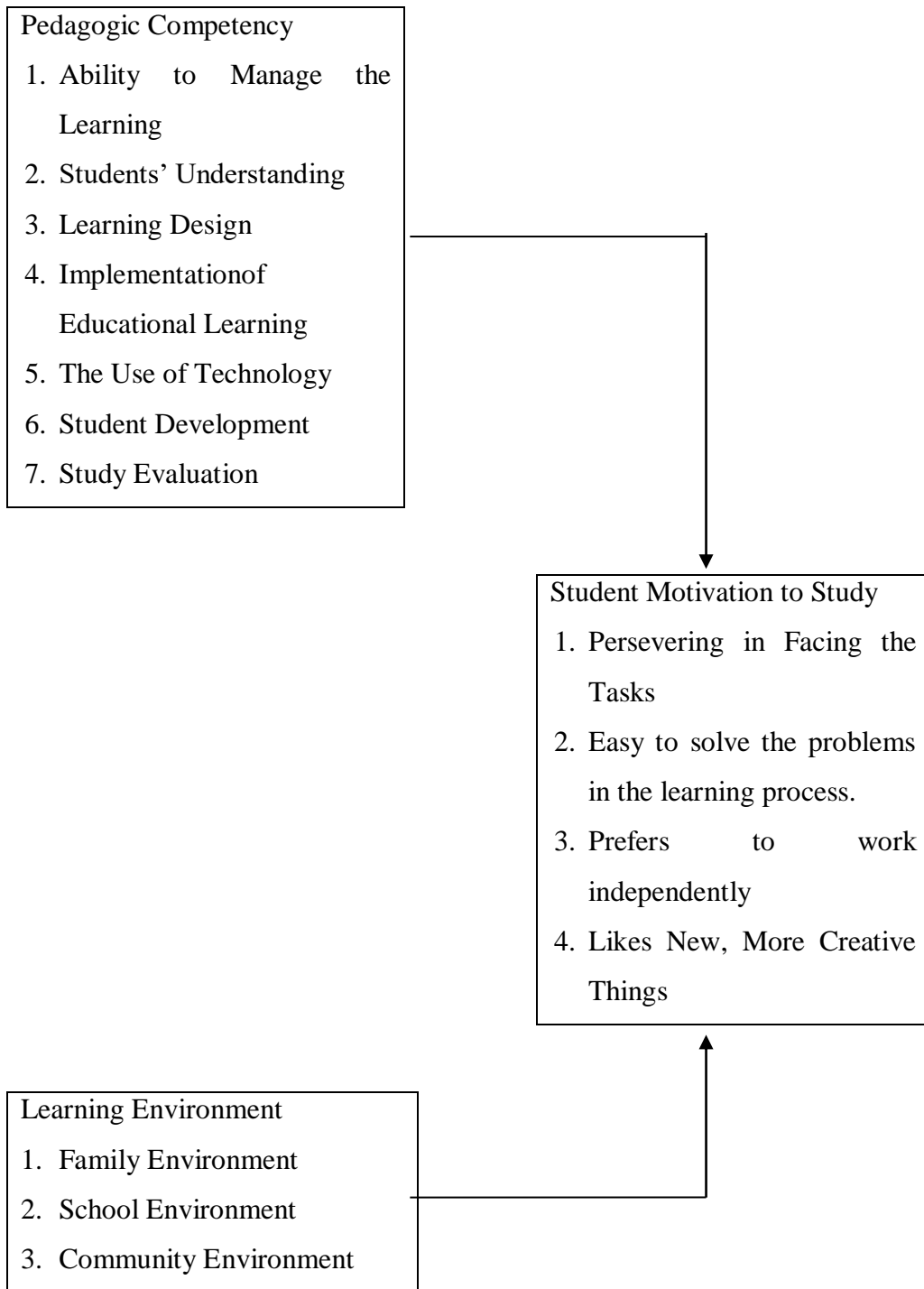
<sup>23</sup> Ibid



A professional teacher must have four teacher competence, among others, was profesional competence, pedagogic competence, social competence, personality competence. So pedagogic competence are one type of competence that absolutely need to be destroyed by teacher because pedagogic competence was a teacher who understand students in depth, designs learning and carries out learning evaluation, and develops students to actualize their various potential.

The learning environment was very influential in the learning process because a conducive learning environment can make the learning process comfortable for students and teacher, the learning environment was divided into 3 parts, namely the school environment, and the community environment.

Teachers were said to be successful if they are able to manage the learning process which, by having effective teacher pedagogic competencies, as well as a conducive learning environment so as to increase students' motivation to learn English, the objectives of learning are achieved optimally. Based on the explanation above, the author's framework is presented as follows:



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Approach Design**

This research uses a descriptive approach. Descriptive research is research that aims to describe the findings in words without statistical tests. To get valid discussion results and accurate data presentation from this research, this research uses a qualitative approach. Based on the opinion of Bog and Guba qualitative research or naturalistic inquiry is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.<sup>24</sup>

The type of this research approach is descriptive qualitative. Descriptive qualitative research used in this study aims to describe the reality behind the phenomenon in detail and thoroughly. The research approach observes how the role of teacher pedagogical competence in motivating students' interest in learning English at SMP NEGERI 1 PALASA.

#### **B. Research Location**

The location of this research is the SMP NEGERI 1 PALASA, Palasa District, Parigi-Moutong.

#### **C. Presence of the Researcher**

The presence of researchers in the field in qualitative research at the research location is an absolute thing because the researcher acts as a research instrument as well as data collection. S. Margono stated that the experience in the research location as a research instrument was as follows: that humans are the

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<sup>24</sup> Unhar Suharsaputra, *Metode Penelitian Kualitatif, Kualitatif dan Tindakan* (Cet II: Bandung: PT. Refika Aditama, 2012), 181.

main tool for collecting data. Qualitative research wants researchers or with the help of others as a data collection tool. This is intended to make it easier to make adjustments to the realities on the ground.<sup>25</sup> Research makes observations with researchers interacting directly and actively with informants or other data sources so as to obtain detailed data.

#### **D. Data Sources**

The type of data used in this study is qualitative data. Qualitative data is data that does not use numbers but words or actions. Sources of data used in this study are divided into two types, namely as follows:

1. Primary Data, namely the type of data obtained through direct observations made by, interview data through selected informants.<sup>26</sup> The sources of data or informants of this research are English teachers and students SMP NEGERI 1 PALASA.
2. Secondary Data, namely data collection through documentation and records related to the object of research, secondary data obtained in the form of data, facilities and infrastructure, and other information that is useful as consideration for data analysis and interpretation of primary data.<sup>27</sup>

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<sup>25</sup> S. Margono, *Metode Penelitian Pendidikan*, (Cet.II; Jakarta : Rineke Cipta, 2000), 38.

<sup>26</sup> Sugiono, *Metode Research (Penelitian Ilmiah)* (Cet.IV; Jakarta: Bumi Aksara, 2004), 143.

<sup>27</sup> Sugiono, *Metode Pendidikan (Pendekatan Kuantitatif, kualitatif dan R&D)* (Bandung: CV. ALVABET,2011), 308-309.

## **E. Data Collection Technique**

Data collection techniques used in this study are as follows:

### **1. Observation**

Observation is a data collection technique by observing objects that make a systematic recording of the monitored symptoms. As explained by Winarno Surakhmat defines observation is data collection that is carried out directly and direct observation of the symptoms carried out both observations and in actual situations carried out at special times held.<sup>28</sup>

In this observation, the writer uses the direct observation technique, that is, the writer collects data by observing directly the object being studied, namely how the role of teacher pedagogic competence in motivating interest in learning English. In conducting observations, researchers used writing instruments to record the data obtained in the field. The targets of this observation are English teachers.

### **2. Interview**

Interview is a question and answer activity in research orally or face to face to obtain information.<sup>29</sup> Interview techniques that can be carried out in situations and conditions such as the current author collect data or information from English teachers and students at SMP NEGERI 1 PALASA by face-to-face or directly to the research location.

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<sup>28</sup> Winarno Surakhmad, *Pengantar Penelitian Ilmiah* (Cet. II; Bandung: Tarsito, 1998). 155.

<sup>29</sup> Wikipedia.org, "Audio Visual". Retrieved from <https://id.wikipedia.org/> on January 02<sup>th</sup>, 2022.

### 3. Documentation

Documentation is the collection of data by reviewing important documents that support the completeness of the data. In this data collection technique the author conducts research by collecting relevant data from a number of official documents or research archives that can support the completeness of research data and in this technique the author uses tools such as cellphones to record as interview transcripts and cellphone cameras as real evidence. taken from the location in question.

### **F. Data Analysis Technique**

The data analysis used is descriptive qualitative method, which describes the data collected in the form of words, pictures, and not numbers. Data from manuscripts, interviews, field notes, documents, and so on, as explained by Sugiono.

“Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.<sup>30</sup>

Efforts to systematically search and compile notes from the results of observations, interviews and documentation aimed at increasing the author's understanding of the cases studied by presenting them as findings. After some data has been collected, the next step is to analyze some of the data obtained in the form of descriptive analysis using several data analysis techniques, among others.

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<sup>30</sup> Ahmad Rijali, “*Analisis Data Kualitatif*”, UIN Antasari Banjarmasin, 17, no. 33 (2018): 81-95.

### 1. Data Reduction

The data obtained from the field is quite a lot for it needs to be recorded carefully and in detail. The longer the researcher is in the field, the more the amount of data, complex and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction. Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and removing unnecessary ones.<sup>31</sup>

Reduction of data used in the results of interviews, observations, and documentation by reducing words that are considered by the author to be unimportant for research such as jokes and small talk from informants and the like.

### 2. Data Presentation

Presentation of data, namely the author presents the data obtained after data reduction. The presentation of the data is carried out in a short description, the relationship between categories or is narrative which aims to facilitate the author in presenting data about the role of teacher pedagogic competence in motivating students' interest in learning English at SMP Negeri 1 Palasa. Thus, this research approach is descriptive qualitative, therefore the data is presented in sentence form so that it becomes a full narrative.

### 3. Data Verification

Verification is the final stage in the data analysis process. At this stage the researcher concludes conclusions from the data that has been obtained in the field.

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<sup>31</sup> Sudaryono, *Metodologi Penelitian*, (Cet. Jakarta: Raja Grafindo Persada, 2017), 335.

This activity aims to find out the meaning of the data collected by looking for relationships, similarities, or differences.

### **G. Checking the Validity of the Data**

The technique of checking the validity of the data that will be used by the author is triangulation. One of the data validity checking techniques is triangulation, which is a data validity checking technique that utilizes something good.<sup>32</sup> Triangulation is a combination of various data sources with various data collection techniques and time to obtain valid data and meet the scientific standards of writing.

1. The triangulation method is done by collecting data with other methods. It is known that in qualitative research the researcher uses interview, observation, and survey methods. To obtain the truth of the right information and a complete picture of certain information, researchers can use these methods.
2. Triangulation sources involve the collection of data from different types of people, including individuals, groups, families, and communities, to gain multiple perspectives and validation of data.
3. Triangulation theory, theory triangulation uses different theories to analyze and interpret data. With this type of triangulation, different theories or hypotheses can assist the researcher in supporting or refuting findings.

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<sup>32</sup> Djunaidi Ghony dan Fauzan Almanshur, *Metodologi Penelitian Kualitatif*, (Cet, 1; Jogjakarta: Ar-Ruzz Media, 20120, 22.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSIONS**

#### **A. Profile of SMP Negeri 1 Palasa**

This research was conducted at SMP Negeri 1 Palasa, an educational unit with a junior high school level in Palasa, which was located on Jalan Siswa, Palasa District, Parigi-Moutong Regency, Central Sulawesi. In carrying out its activities, SMP Negeri 1 Palasa was under the auspices of the Ministry of Education and Culture. SMP Negeri 1 Palasa, having its address at Jalan Siswa Number 09 Palasa Village, Palasa District, Parigi-Moutong Regency, with postal code 94477. SMP Negeri 1 Palasa is a State Junior High School accredited B.

In the 2021/2022 academic year, SMP Negeri 1 Palasa uses the K 13 Curriculum in its learning. The vision, mission, and goals of SMP Negeri 1 Palasa were as follows:

##### **a. Vision**

Realizing students who excel in IMATAQ, have character, have academic and non-academic achievements.

##### **b. Mission**

- 1) Implement IMTAQ Guidance.
- 2) Carry out attitude and character development.
- 3) Carry out Academic and Non-Academic Development.
- 4) improving the quality of human resources.
- 5) Grow Schools As Learning Communities.
- 6) Implementation of School Partnerships.

7) Realizing a Participatory, transparent, and accountable Management System.

c. School Goals

1) Creating an Excellent Academic Environment

2) There is an increase in skills through learning activities, training, based on information and communication technology, and being competitive in global competition.

3) Increasing Intellectual, Spiritual, and Emissions Intelligence and Balance of Learners.

4) Implementation of Excellent Extracurricular According to the Potential and Interests of Students.

5) Improving the Quality of Education that is Efficient and Relevant with High Competitiveness.

6) Significant increase in UNBK, USBN, USBK scores, and academic and non-academic achievements at regional and national levels.

**Table 1.1**  
**List of Rooms at SMP Negeri 1 Palasa**

No	Facilities	Total
1	Computer Laboratory	1
2	The library	1
3	UKS	1
4	Schoolmaster	1
5	Teacher Room	1
6	Living Room	1
7	Administration Room	1
8	Mosque	1

9	Student Room	11
12	Council Room	1
13	Counseling Room	1

## **B. Research Finding**

This research was carried out with the aim of finding out the role of teacher pedagogic competence in motivating students' interest in learning English at SMP Negeri 1 Palasa. The data in this research were obtained by researchers from the results of research in the field. The data obtained through several methods, namely observation, interviews and documentation, obtained the following data.

### **1. The Role of Teacher Pedagogic Competency in Motivating Students' Interest Learn English at SMP Negeri 1 Palasa.**

At this stage, the researcher wants to present the results of the research in the form of data taken from observations and interviews that the researcher conducted with English teachers and students at SMP Negeri 1 Palasa regarding the role of teacher pedagogic competence in motivating students' interest in learning English.

In the field of education, especially for teacher. Pedagogic competence is the skill or ability that a teacher must master in seeing students' characteristics from various aspects of life, be it moral. Emotional and intellectual.

As for the methods that must be used by English teachers at SMP Negeri 1 Palasa to become good educators, they must have pedagogic competence, which consists of 6 aspects, namely as.

#### **a. Student Understanding**

In carrying out the learning process in the classroom, a teacher carries it out according to the characteristics of the students. Each student has a different understanding both in terms of interests and motivation, so that students are given

the opportunity to get what they want so that students can develop optimally according to their respective talents and interests. From the results of the researcher's interview with the English teacher, the way in which students understand English subjects is according to the opinion of Mrs. Faridah S.Pd who said that:

“For the understanding of the students in my class, there are more than 20 students, I can group them into three groups based on their understanding, for the first it is students whose understanding is faster than average, for the second it consists of students who the understanding is just average so it is classified as able, and thirdly, there are a small number of students, there are some who are below average, around 2 or 3 students who are slow in understanding the learning process. So for those who are slow, I do special handling, such as giving assignments that are easier and different from other students, or sometimes I give memorization tasks to faster students, but for those who are slower, I give assignments to read English books.”<sup>33</sup>

Based on the results of interviews with English teachers, it can be concluded that each student has different abilities, there are also students who easily understand the lessons explained by the teacher in front of the class, and there are also those who have difficulty understanding the lessons. If there are students who have difficulty understanding the lesson, there is special guidance from the teacher so that students can understand the lesson easily and well.

There are various aspects to students' understanding, consisting of level of intelligence, physical condition and cognitive development. The level of intelligence at SMP Negeri 1 Palasa school has three levels of student intelligence consisting of above average understanding, second average, and below average.

#### b. Learning Planning

Teachers create various learning methods and techniques that are interesting, educational and more creative. A teacher must adapt the learning methods used in class according to the characteristics of students and motivate

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<sup>33</sup> Farida, English Teacher, at SMP Negeri 1 Palasa, interview in the Teacher's Room 13 April 2022.

students to carry out the learning process in class well. The results of the interview conducted with Mrs. Faridah S.Pd an English teacher at SMP Negeri 1 Palasa, said that:

“As usual, I provide lesson plans in advance, and I use various strategies or learning methods in class. Before teaching in class, I first study the material that will be taught to students and adapt it to the students' abilities. The learning methods and strategies that I use in class are using the lecture method, question and answer, and providing posters or pictures that have been printed according to the material that will be taught to students. The method used will definitely be different for each material to be studied”.<sup>34</sup>

Based on the interview above, it can be concluded that to be a teacher you must master and use various kinds of more creative learning methods and strategies in the learning process to attract students' attention and interest in the lessons delivered by the teacher in the classroom.

### c. Learning Implementation

Carrying out learning that the English teacher at SMP Negeri 1 Palasa is by the RPP that has been created, the teacher in implementing it must comply with the stages in the learning implementation plan that have been determined. Before carrying out the learning process, the teacher can ask questions related to the previous lesson material so that students are more enthusiastic about learning and can remember the material that has been previously taught and deepen students knowledge. The results of the interview with Mrs. Farida S.Pd as an English teacher said that:

“In general, when starting learning, the first thing I do in class is greet, check students' attendance, and open the lesson by conveying the learning objectives to be achieved and can motivate students' interest in learning related to the material that will be discussed. served. taught in class. second, explaining the learning material well and clearly and using language that is easy for students to understand, as well as providing the opportunity to ask questions to students who do not understand the material that has been explained. Third, carry out an assessment at the end

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<sup>34</sup> Farida, English Teacher, at SMP Negeri 1 Palasa, interview in the Teacher's Room 13 April 2022.

of the lesson, and conclude from the explanation of the material that has been taught and provide additional assignments such as homework with additional assignments so that students can study again at home."<sup>35</sup>

The conclusion from the results of the interview above is that the learning process carried out by Mrs. Faridah as an English teacher at SMP Negeri 1 Palasa carried out the learning well and was in accordance with the learning implementation plan or RPP that had been determined.

#### d. Use of Technology

The use of technology as a learning medium will make the teaching and learning process effective and efficient. Because it can make it easier for a teacher to obtain or convey information on subject matter. Technology in education is very important for creating students' enthusiasm for learning. The use of technology can also increase students' interest in learning because in this case, students are not bored when learning.

The results of the interview with Mrs Faridah S.Pd an English teacher at SMP Negeri 1 Palasa said that:

"There is still a lack of use of technology in the learning process because school facilities are inadequate. Even though school facilities are limited, I as a teacher have to be more creative so that students don't get bored while following the learning process in the classroom. I use other learning tools such as image media which can attract students' attention according to the material being studied."<sup>36</sup>

Based on the results of the interview above, it can be concluded that the use of technology in the learning process is very important for the learning process and it is easier to understand the material explained by the teacher. With the use of technology, students do not feel bored in class and can attract students' attention to understanding the material presented by the teacher.

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<sup>35</sup> Farida, English Teacher, at SMP Negeri 1 Palasa, interview in the Teacher's Room 13 April 2022.

<sup>36</sup> Farida, English Teacher, at SMP Negeri 1 Palasa, interview in the Teacher's Room 13 April 2022.

e. Development of Student Potential

Furthermore, the development of students to actualize the various potentials possessed by the students themselves, based on the results of interviews with Mrs. Faridah S.Pd as an English teacher, said that:

"To develop the potential of students by providing encouragement and motivation to students to be more diligent and enthusiastic about learning as usual by involving students in various extracurricular activities and Olympic activities based on the abilities and talents of students so that they can develop their potential or the talent they have."<sup>37</sup>

It can be concluded from the results of the interview above that a teacher must be able to develop the potential of each student by always providing enthusiasm and encouragement to students to study more diligently and continue to develop their abilities.

f. Evaluation of learning outcomes

An educator always provides evaluations with the aim of knowing the level of students' understanding and to find out how successful the learning process and learning objectives are. Based on interviews with English teachers, they said that:

"Apart from semester exams, I usually accept students with additional assignments as well as quizzes and questions and answers at the end of the lesson."<sup>38</sup>

It can be concluded from the results of the interview above that teachers must carry out evaluations because with evaluation teachers can find out the level of students' understanding and as a measuring tool for teachers whether the teaching and learning process is good or not.

Evaluation of learning outcomes is an activity carried out to determine the learning achievements of students which have been carried out within a certain

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<sup>37</sup> Farida, English Teacher, at SMP Negeri 1 Palasa, interview in the Teacher's Room 13 April 2022.

<sup>38</sup> Farida, English Teacher, at SMP Negeri 1 Palasa, interview in the Teacher's Room 13 April 2022.

period of time and aims to improve the way students learn. Evaluation aims to find out the extent to which the objectives have been achieved.

## **2. The Factors of motivating students' interest to learn english at SMP Negeri 1 Palasa relate to the pedagoic competency of teacher.**

In every learning process, there must be an obstacle in carrying out learning activities in the classroom. All teacher and students certainly want high motivation in learning because someone who has high motivation was one indicator of success in carrying out the learning process. However, in reality, not all students have high learning motivation.

Based on the results of the learning environment questionnaire that the motivational factors for students' interest in learning English at SMP Negeri 1 Palasa related to the teacher pedagogic competence were caused by internal and external factors.

### **a. Internal factors**

Internally, students' motivation to learn English is related to the teacher' pedagogic competence, namely students' awareness so that they feel motivated in learning English can be seen from question number twenty in the questionnaire. Students who have the awareness to learn will be motivated to follow the learning process. If students lack the awareness to learn, it can lead to decreased student motivation. So there needs to be awareness from within students to learn.

### **b. External factors**

Externally, the factors for students' motivation to learn English at SMP Negeri 1 Palasa related to the teacher pedagogic competence were as follows:



### 1) Quality of education level

Quality education, of course starts with qualified educators. One of the ways the government has achieved this is by conducting a teacher certification program. The English teacher at SMP Negeri 1 Palasa has been certified as a teacher. In this way, teacher were expected to become professional teacher.

### 2) Facility

Learning facilities were also one of the external factors to support the learning process in the classroom and can also generate interest and attention from students to facilitate the delivery of learning materials. The facilities at SMP Negeri 1 Palasa have inadequate facilities and infrastructure.

## **C. Discussion**

The aim of this research is to determine the role of teacher pedagogical competence in motivating students' interest in learning English at SMP Negeri 1 Palasa. Researchers used three data collection techniques to obtain research results, namely observation, interviews and documentation. In this research, several research results were obtained in accordance with the problem formulation. The aim of this research is to find out the role of teachers' pedagogical competence in motivating students' interest in learning English, using qualitative descriptive research methods.

1. The role of teacher pedagogic competency in motivating students' interest learning English at SMP Negeri 1 Palasa

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

A teacher must have pedagogical competence in the learning process in the classroom to support the development of student motivation and interest in learning. The success of education is very dependent on the teacher. Teacher competency is the level of teacher ability in managing learning, student understanding, learning design, learning implementation, use of technology, student development, and evaluation of learning outcomes. The better the teacher's pedagogical competence, the better the abilities he will have.

The role of teacher pedagogic competence in motivating students' interest in learning English at SMP Negeri 1 Palasa based on observation, interview and documentation data. As for the level of pedagogical competence of English teachers at SMP Negeri 1 Palasa, there are six aspects consisting of student understanding, learning design, learning implementation, use of technology, student development, and student learning outcomes.

The number of English teachers at SMP Negeri 1 Palasa has educational qualifications, the majority of which are S1. From their educational background it can be seen that they have pedagogical competence. Because pedagogical

competence is also obtained through education. Pedagogical competence is the teacher's ability to manage learning. If a teacher has pedagogic competence, then he will become a professional teacher so that he can achieve the desired goals. There are six aspects of pedagogical competence which English teachers at SMP Negeri 1 Palasa also possess, namely:

a. Student understanding

A teacher acts according to the characteristics of students. Each student has a different understanding of both areas of interest and motivation, so that students are given the opportunity to get what they want so that students can develop optimally according to their respective talents and interests.

Each student has different abilities, there are also students who easily understand the lessons explained by the teacher in front of the class, and there are also those who have difficulty understanding the lessons. If there are students who have difficulty understanding the lesson, the English teacher at SMP Negeri 1 Palasa provides special guidance so that students can understand the lesson easily and well.

In this case, the English teacher at SMP Negeri 1 Palasa uses several strategies that suit the characteristics of the students. Such as dividing some students into groups consisting of students whose understanding is faster or above average, students whose understanding is only average can be classified as able, and there are a small number of students who are below average.

## b. Learning Planning

Learning planning which includes activities to prepare the goals to be achieved in a lesson, the methods used to assess the achievement of these goals, the material to be presented, the method of delivery, preparation of the tools or media used. To become a teacher, you must master and use various more creative learning methods and strategies in the learning process to attract students' attention and interest in the lessons delivered by the teacher in class.

In this case, what is related to learning planning or what is meant is the RPP (Learning Implementation Plan). Therefore, a teacher, before carrying out the teaching and learning process, begins first preparing a syllabus and learning implementation plan (RPP) at the beginning of each semester. The English teacher at SMP Negeri 1 Palasa creates the syllabus and lesson plans so that they are truly prepared in teaching.

## c. Learning Implementation

Carrying out learning is very clear that the English teacher at SMP Negeri 1 Palasa carries out the implementation in accordance with the RPP that has been designed. A learning implementation plan (RPP) is a document that contains an overview or plan of learning that will be carried out during one meeting, one semester, or more. RPP can also be interpreted as a guideline for implementing learning.

Before continuing with the next material, the teacher first asks questions related to the material that has been taught previously. With the aim of attracting enthusiasm and motivation and deepening students' knowledge.

d. Use of technology

The use of technology in education can make students more comfortable and not seem bored or monotonous because the delivery of information through advanced technology looks more varied and modern. Teachers must have competence in using learning technology so that it does not become outdated.

Meanwhile, learning English at SMP Negeri 1 Palasa still lacks the use of learning technology due to limited school facilities.

g. Student development

Self-development at school is usually known as extracurricular activities and the Olympics. This activity is an activity carried out outside the classroom and outside class hours to foster the development of student's potential and provide enthusiasm and encouragement so that students are motivated to develop their potential. In this case, English teachers participate in directing their students to take part in extracurricular activities and Olympiads.

h. Evaluation of learning outcomes

Evaluation of learning outcomes is an activity carried out to determine the learning achievements of students that have been carried out within a certain period and aims to improve the way students learn.

English teachers at SMP Negeri 1 Palasa carry out evaluations in different ways. However, the aim is the same, namely to find out the level of students' understanding. The evaluation system used apart from semester exams provides additional assignments, daily assignments and provides quizzes at the end of learning

2. The factor of motivating students' interest to learn English at SMP Negeri 1 Palasa relate to the pedagogic competency teacher

Based on the results of observations of the learning environment, there are two factors in motivating interest in learning English related to teacher pedagogical competence, namely as follows:

- a. Internal factors in the motivation of students' interest in learning English, students must have self-awareness in learning to be important because students who have self-awareness in learning in order to remember their circumstances that do not understand well in the learning process are still not able to get the desired results, so we need a self-awareness.
- b. External factors in motivating students' interest in learning English related to teacher pedagogical competence are influenced by the quality of the educational level. The English teacher at SMP Negeri 1 Palasa is a certified teacher, in this way, the teacher is expected to become a professional teacher. Supporting facilities for carrying out the learning process in the classroom are inadequate.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the results of research and discussion of the role of teacher pedagogical competence in motivating students' interest in learning English at SMP Negeri 1 Palasa, the following conclusions can be drawn:

1. The role of teacher pedagogic competence in motivating students' interest in learning English at SMP Negeri 1 Palasa is quite good. English teachers at SMP Negeri 1 Palasa teacher pedagogical competence which consists of 6 aspects, among others: a) Student Understanding; The English teacher at SMP Negeri 1 Palasa is able to understand the characteristics of students. This can be realized by dividing groups consisting of students whose level of understanding is above average, some are classified as able and some are below average. b) Learning planning at SMP Negeri 1 Palasa English teachers complete the syllabus and lesson plans at the beginning of each semester and various methods and strategies are used by teachers for the desired learning process. c) The implementation of learning is by the learning implementation plan. d) Learning technologies; In the teaching and learning process, English teachers at SMP Negeri 1 Palasa still do not utilize learning technology because the existing facilities at the school are inadequate for prose learning. e) Developing student potential, English teachers at SMP Negeri 1 Palasa can make students active by providing encouragement to

take part in various extracurricular activities or Olympic activities with the aim of developing student potential. f) Evaluation of Learning Outcomes; English teachers at SMP Negeri 1 Palasa carry out evaluations by giving daily assignments and quizzes at the end of the lesson so that students remember and understand the material that has been taught.

2. The motivating factor for students' interest in learning English at SMP Negeri 1 Palasa related to teacher pedagogic competence was influenced by two factors, namely internal factors the include self-awareness in learn English, students who have an inner awareness to learn English, and students will be motivated in carrying out the learning process in class. Where the external factors that can be seen from the quality of education levels, also the facilities of the learning process

## **B. SUGGESTION**

Results Based on the analysis and discussion in this research, suggestions that can be given were as follows:

1. For the school, this research is input so that the school can add facilities and infrastructure that may be needed by teachers and students in the learning process so that learning objectives can be achieved well.
2. English teachers at SMP Negeri 1 Palasa can be expected to further improve the pedagogical competence of more effective teachers so that the desired learning process.



3. It is hoped that students at SMP Negeri 1 Palasa will further increase learning motivation from within students to create a sense of liking and interest in English subjects, so that students have the awareness to learn and understand what is conveyed by the teacher so that the learning process can be achieved optimally.
4. For future researchers who wish to conduct similar or even the same research, the researcher hopes that this thesis can be used as learning material and consideration in developing the research to be conducted which relates to other variables in a clearer scope.

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## CURRICULUM VITAE



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### B. Perents

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#### Mother

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2. SDN 1 Palasa
3. SMP Negeri 1 Palasa
4. SMA Negeri 1 Palasa
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