

**ENGLISH TEACHERS' PEDAGOGICAL COMPETENCE IN
THE IMPLEMENTATION OF STUDENT-CENTERED
LEARNING IN WRITING CLASS**

A THESIS

Submitted in Partial fulfilment of the Requirement for Master's
Degree in English Language Education



By

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ENGLISH TEACHERS' PEDAGOGICAL COMPETENCE IN THE IMPLEMENTATION OF STUDENT-CENTERED LEARNING IN WRITING CLASS

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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APPROVAL PAGE

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ABSTRAK

Alamsyah (2025). *English Teachers' Pedagogical Competence In The Implementation Of Student-Centered Learning In Writing Class*. Tesis. UPI. 2025. Pembimbing 1 : Fazri Nur Yusuf; Pembimbing 2 : Rojab Siti Rodliyah.

Kompetensi pedagogik adalah salah satu kompetensi penting yang harus dimiliki oleh guru bahasa Inggris dalam menerapkan pembelajaran yang berpusat pada siswa, khususnya dalam kelas menulis bahasa Inggris. Dalam pendekatan ini, siswa didorong untuk aktif, sementara guru berperan sebagai fasilitator, pembimbing, dan mentor sepanjang proses pembelajaran. Pembelajaran yang berpusat pada siswa dapat ditingkatkan melalui berbagai kegiatan yang mendorong keterlibatan siswa (Huda, 2013). Oleh karena itu, disarankan agar guru bahasa Inggris memiliki kompetensi pedagogik untuk dapat mengajar dengan efektif di kelas (Shulman, 1987; Pearce & Husband, 2012; Mulyasa, 2013). Menanggapi isu ini, penelitian ini bertujuan untuk mengidentifikasi kompetensi pedagogik guru bahasa Inggris dalam menerapkan pembelajaran berpusat pada siswa di kelas menulis. Pendekatan kualitatif deskriptif digunakan dalam penelitian ini, dengan memanfaatkan wawancara, observasi, dan analisis dokumen (rencana pelajaran) untuk memperoleh pemahaman menyeluruh tentang kompetensi pedagogik guru dan penerapan pembelajaran berpusat pada siswa (SCL) di kelas. Dalam menganalisis data yang diperoleh dari tiga instrument tersebut, penelitian ini menggunakan teori dari Miles dan Huberman (1994), yang mencakup reduksi data, tampilan data, dan penarikan kesimpulan. Penelitian ini menemukan bahwa kompetensi pedagogik dua guru bahasa Inggris dalam penerapan pembelajaran berpusat pada siswa di kelas menulis tergolong baik karena para guru mampu menguasai karakteristik siswa, menguasai teori belajar dan prinsip pendidikan, mengembangkan kurikulum, melaksanakan kegiatan pembelajaran, mengembangkan potensi siswa, berkomunikasi dengan siswa secara efektif, serta melakukan penilaian dan evaluasi. Pembelajaran yang berpusat pada siswa berpotensi meningkatkan kualitas pendidikan dengan membuat pembelajaran lebih menarik dan sesuai dengan kebutuhan siswa, yang menghasilkan hasil belajar yang lebih baik.

Kata kunci: Pengimplementasian Guru Bahasa Inggris; Kompetensi Pedagogik; Pembelajaran yang Berpusat pada Siswa; Pengajaran Menulis Bahasa Inggris.

ABSTRACT

Alamsyah (2025). *English Teachers' Pedagogical Competence In The Implementation Of Student-Centered Learning In Writing Class*. Tesis. UPI. 2025. Pembimbing 1 : Fazri Nur Yusuf; Pembimbing 2 : Rojab Siti Rodliyah.

Pedagogical competence is one of the essential competencies that English teachers must possess in implementing student-centered learning, especially in English writing classes. In this approach, students are encouraged to be active, while the teacher acts as a facilitator, guide, mentor throughout the learning process. Student-centered learning can be enhanced through various activities that promote student engagement (Huda, 2013). Therefore, it is recommended that English teachers have pedagogical competence to effectively conduct classroom teaching kelas (Shulman, 1987; Pearce & Husband, 2012; Mulyasa, 2013). In response to this issue, this study aims to identify English teachers' pedagogical competence in implementation student-centered learning in writing class. A descriptive qualitative approach was used in this study, utilizing interviews, observations, and document analysis (lesson plans) to obtain a comprehensive understanding of teachers' pedagogical competence and the implementation of student-centered learning (SCL) in the classroom. In analysing the data gained from three instruments, this study used theory from Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing. This study found that two English teachers' pedagogical competence in the implementation student-centered learning in writing class was good because the English teachers were able to master students' characteristics; master learning theories and educational principles, develop curriculum, conduct learning activities, develop students' potential, communicate with students effectively, and assessment and evaluation. by having this all, learning objectives can be achieved. Student-centered learning has the potential to improve education quality by making learning more engaging and aligned with students' needs, resulting in better learning outcomes.

Keywords: English Teachers' Implementation; Pedagogical Competence; Student-Centered Learning; Teaching English Writing

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