

## TEACHER PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH TO STUDENTS IN PRIMARY SCHOOL IN BANDAR LAMPUNG

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### ABSTRACT

The objective of the research is to describe teacher pedagogical competence in teaching English for young learners. Besides, the description was based on the three components of pedagogical competence, such as cognitive component, behavioural component, and attitudinal component. The data was gathered from six different schools in Bandar Lampung by observing 6 English teachers' teaching learning process and asking in-depth information from the interview. The findings show that almost all teachers show good understanding on the importance of pedagogical competence for their teaching performance and tried to implement their understanding on pedagogical competences during their teaching. Moreover, some of the teachers still need to improve their teaching by doing self-evaluation of their teaching so that they may learn from their own evaluation to provide better teaching and implementation of the pedagogical competence. In addition, they argued that all components in pedagogical competence should be collaboratively implemented when teaching so that later will result in students' better understanding of the materials.

**Key words:** Pedagogical Competence, Teachers' Competence, Teaching English to Young Learners, Primary Students

### INTRODUCTION

The topics of developing the quality of foreign language teaching and learning in order to renew the quality of teacher's performance and significantly influence the education in primary school in Indonesia has been always a challenging issue and thus influence the how teachers think about updating their views on delivering effective learning process which helps their learners grasp the goal of the learning. They give more attention on how to encourage their learners' skill so that by doing so they can become part of the country who are care to contribute to the improvement of human resources.

People believe that teachers have in-depth knowledge and skills. However, the knowledge and skills are not enough to make them able to teach well (Turnuklu & Yesildere, 2007). They also need to have good teaching skill or pedagogical

competence (Hotaman, 2010). The Government Regulation number 74 year 2007 for Teachers defines that teachers' pedagogical competence is the ability of teachers in managing the learning. It means that pedagogical competence is the ability to manage learning, including mastering the materials, designing and implementing the learning strategies, evaluating the learning process and developing the students' potentials. Pedagogical competence is a typical competence in teaching process which distinguishes the professionalism of the teachers to other professions.

Ryegard (2010:30), stated that pedagogical competences represent "the ability and will regularly apply to the attitude, the knowledge and the skill that promote the learning of the teachers' students in the best way." Besides, Cooper as cited by Syahrudin et. et.al. (2013) said that pedagogical competence refers to

performance, knowledge and skill in teaching and learning, thus it includes teachers' capability to manage the teaching and learning process from the planning to the evaluation stages. Mulyasa (2007) also stated that pedagogical competence is the ability to manage the learning of learners including an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potentials. It means that pedagogical competence is an important element in a teacher's teaching performance because it mentions to educational and teaching qualification in gaining teacher's quality. It is also, as to what Merkt (2017) said that pedagogical competence is important for lecturer career. The explanations above have clarified that pedagogical competence is absolutely an importance ability the teachers should master in order to provide better learning as to aim for the result of better or even best students learning.

A teacher is mentioned as a person who delivers educational program who has different characters. Thus, as what is mentioned by Scott and Yterberg (1990) when teaching to young learners, the teacher should have a sense of humour, open-minded, adaptable, and also patient. As children are those aging from 2 to 13 years old (harmer, 2007), teachers for young learners need to maintain their pedagogical competence as good as possible as sometimes teaching young learners need more effort and energy in not only providing best learning process but also encouraging and engaging the students to their learning. As it is understood that language competence is one of the most crucial aspect in children cognitive development, it is mentioned by Mei et.al. (2020) that teachers should make use of this phase to maximalise their learning process so that it brings positive results. Thus, as stated by Cunha and Heckman (2008) as cited by Mutia and Sidabalok () from U.S. National Longitudinal Survey of

Youth (1979), it can be said that utilizing the children best phase to improve children's cognitive skills teacher should build and increase their knowledge which may lead them to great success in learning.

## **METHODOLOGY**

This research aimed at understanding English teachers' pedagogical competence in who taught English to young learners in some Primary Schools in Bandar Lampung. The data was taken by doing observation to teachers' teaching in 6 different primary schools in Bandar Lampung. Besides, the teachers also became the participants for the interview. All data gathered were then analysed qualitatively by providing the descriptions of the implementation of the teachers' pedagogical competence during their teachings.

## **RESULTS AND DISCUSSION**

Ryegård (2010) mentions that pedagogical competence indicates to the ability and will regularly apply to the attitude, the knowledge and the skills that promote the learning of the teacher's students in the best way. When doing the observation during the teachers' teaching, it can be seen that the teachers tried to teach their students well. Starting from delivering the materials and inviting the students to participate more in their learning by providing the task for practicing their understanding to the materials reflect that the teachers did planning and preparation before coming to their classes and teacher their students.

From the explanations above, we can conclude that some participants of this research performed good understanding in pedagogical competences while some still need to enhance their teaching performance when conducting learning process in the classroom. The description of their pedagogical competence will be described based on all three components of pedagogical competence.

The first is the cognitive competence. Based on the interview result, we can conclude that all teachers did prepare their teaching as they provided planning for their teaching before their classes. This can be concluded from some statements provided from the interview as follows.

*I arrange the subject matter in accordance with the RPP (lesson plan) prepared and also the material in the book (T1)*

*I always compile material into lesson plans. Because the characteristics of the children in each class are different, so I made lesson plans and the teaching methods are also different according to the condition of the class and the character of the students. (T2)*

Those statements clarify that all teachers understand well the importance of providing the lesson plan for the success of their teaching as it provides the guidelines during teaching. They also realized that making preparation did help them in managing their teaching. The understanding of cognitive competence can be also seen from the way the teachers understand their students. From the data gathered, it can be seen that almost all teachers their understanding on their students' characters. It can be seen from they way the teachers taught them the material bilingually as the understand that they were not in the same level of understanding. This can be concluded from the statements below.

*Yes we certainly combine. We use bilingual because it is not possible if it's full in English. I have tried using full English, but as a result, they have become misunderstanding. Therefore, it is better to combine the language, so that they are not confused and easier to understand the lesson. (Interview - O5)*

*In teaching English, I combine English and Indonesian, so both of them are used in teaching English. So*

*that they understand the material being taught (interview- Z5)*

*I do not use full English in teaching. Because our school is not a school that uses two languages. We only study English for only 2 hours per day, and the children are not used it either. So still, have to combine to let them understand more. (Interview- L5)*

*I definitely used English in the beginning such as good afternoon, how are you, and so on However, I do not continue to speak in English because they also do not understand the meaning. Therefore, I always combine it (Interview- Y6)*

*No, we use bilingual. Because they are younger learner, so they do not understand English well. So the way to taught it by speaking English is then given the meaning or sometimes I combine English with Indonesian (Interview- R6)*

The second component is the behavioral competence which shows the ability to plan and organized the activity, the ability to structure and present material in subject in appropriate was for the students, and also to adapt teaching to particular group of students and the situation. It is reflected in the way the teachers develop the syllabus and design the learning activities. From the observations, it could be seen that some teachers tried to provide fun classes and provided various learning activities. However, some teachers still did their teaching monotonously as they only provided exercises for translating phrases or sentences. As some teachers taught their students by using the only text book provided by the government even though some developed their teaching materials by combining from some sources.

*The source of the lessons that I use are books, internet and other reference books. (O14)*

*We already have our own books because the teachers here make their own books and then we collaborate with ASTA books. We also look for references from official websites on the internet. (L15)*

*The books given by the government from the internet. (R16)*

The third component is the attitudinal competence. It is reflected from the way the teachers manage their students' progress. Besides, attitudinal competence can be seen from the way the teachers manage their students in developing their potentials so that they can learn best from the materials provided and also from the techniques the teacher provided for learning. From the observation it can be seen that mostly the teachers observe their students progress from the way they answered the teachers' questions in the class. The sometimes walked around the class to monitor their students understanding when doing exercises given. They also helped their students who face difficulties in answering the questions. Sometimes, the teachers provided correction to students' task as well as giving the scores for their task to present the results to the students. It is also reflected to result from the interview responses about evaluating the students understanding. Most teacher responded that they conduct both formal and informal evaluation to the students' understanding. It can be seen from the statements below.

*If there are noisy students, I give a warning to them so that they cannot disturb other students. If there are students misunderstanding about the lesson, I will re-explain again. (O7)*

*When there are students who find it difficult to understand learning, I reexplain the lesson so that we know the students problem. (Z7)*

*If there are children who make a fuss in class while giving the material "listening", I will pause the material first, then I give a simple game so it will make the student attracted to the lesson and begin to focus. But for all, as a teacher we should prepare all the activities. (L8)*

*I always give special assignments for children who are lazy to learn. As well for students who have difficulty to understand the lesson, I give the additional task or homework. (Y8)*

*In class already made a deal to regulate noisy students. If they violate it, they will get punishment. Moreover, if there is student who has difficulty in understanding the material, I will re-explain in personal. (R8)*

*If there is a noisy student, I invite them to play games to attract their attention and focus on the material being taught. (S8)*

*In class already made a deal to regulate noisy students. If they violate it, they will get punishment. Moreover, if there is student who has difficulty in understanding the material, I will re-explain in personal. (R8)*

From those statements we can conclude that the teachers managed the progress of their students in order to provide review for the teacher about their students understanding on the materials. In addition, for the attitudinal competence, most teachers provided suggestion for better learning and motivated them to learn and practice using

English more with the classmates so that they may improve their English.

*I never join my students to follow the competition yet. But to develop my students' English skill, I instruct my students to practice to speak in English with their friend in daily conversation. (O21)*

*In our school, there is English club so the students can join this group to develop their English skill. Beside it, sometimes once a month there are events or competition, so we sent the students as representation of our school to join that competitions. The competitions for instance storytelling and spelling bee. So from those activities are expected to increase their English skills. (L20)*

*I always practice my students to speak English and motivate them. (R22)*

*I instruct them to interact with their friends using English. (S18)*

## CONCLUSION

As highlighted in government regulation, one of important competency that must have by all teachers is the pedagogical competence. Pedagogical competence is one of qualification that emphasizes the way of teachers in delivering the materials, understanding the characters of the students, managing the class as well as planning the materials in the best procedures, evaluating and engaging the students' potential proper to the students of primary school. From the result of this study, we can see that the teachers have clear understanding that managing and maintaining their pedagogical competence is very important to support their teaching as well as to facilitate their students learning. They comprehended how pedagogical competence relevant to better teaching

learning process. However, during their teaching, they had not yet managed the implementation of their understanding on pedagogical competence very well as to some of their teachings, they still need provide more various fun and creative activities for the students. They can refer to some other references so that the materials as well as the activities during learning process may engage the students more to interesting learning and to which motivate more the students in learning English more. Besides, as all teachers agreed that the pedagogical competence is essential competence for their profession, their professionalism can be also seen from the implication of their understanding of it. Thus, it is suggested that in order to provide better learning to students, the teachers should also do evaluation to their own teaching and reflect their teaching to the concept of pedagogical competence they need to manage so that from learning and reflecting their teaching they may find the weaknesses and provide alternatives for improvements.

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