

CHAPTER I

INTRODUCTION

A. Background of Study

The teacher plays an important role in the education because the teacher is as an educator with their work educating, teaching, guiding, assess and evaluate the students start from playground, kindergarten, elementary school, junior high school, senior high school and the last is in university. According to Djamarah (2014, p.26) the teacher is everyone who authorities and responsible for guiding and foster the students, either on an individual or classical, at the school or outside the school. The teacher is very crucial in teaching and learning because the success of the learning depends on the teacher, the teacher has to manage the classroom and make the teaching and learning process are easy, active and comfortable for the students. The teacher also has to be a professional educator, Ki Hajar Dewantara mentions three important characteristics of professional teachers, as follows: (1). *Ing ngarso sung tuladha* (in front, the teacher becomes model), (2) *Ing madya mangun karsa* (in the middle, the teacher is the motivator), and (3) *Tut wuri handayani* (behind, the teacher is a supporter).

Besides, the professional teacher is also must to have and mastery the competences which related to the knowledge, skills or good behavior. The teacher hoped can show to the students about the way get a knowledge (cognitive), moral and value (affective) and skills. Every professional teacher in Indonesia is required to have certain standards of competences that are already set by the Indonesian ministry in law number 16 of 2007. The competence can be defined as knowledge, skills, and abilities that are controlled by someone who has been a

part of himself so that he can perform cognitive, affective and psychomotor behaviors as well as possible (Qodriyah, 2016, p.7). According to the explanation in law number 14 of 2005 competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by the teacher or lecturer in carrying out professional duties.

The four competencies of the teacher in law number 14 of 2005, there are professional competence, pedagogical competence, personality competence, and social competence. Professional competence is the mastery of learning material widely and deeply, which includes mastery of curriculum subject matter in schools and scientific substance that overshadow the material, as well as mastery of the structure and methodology of science, pedagogic competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials, while personality competence personal ability that reflects a stable, mature, wise and authoritative personality, becomes a model for students, and has noble character, and then social competence is the ability of teachers to communicate and interact effectively with students, education staff, parents, and the surrounding community.

The teacher must have those four teachers' competencies because those competencies are absolutely for a teacher in educating students in order to produce competent graduates. Among those four teachers' competences, pedagogical competence is one type of competency that is necessary to be mastered by the teacher, pedagogic competence is a distinctive competency, which will distinguish teachers from other professions and will determine the level of success of the learning process and results of the students.

Pedagogical competence is ability to understanding to the insight or to the education base, understanding to the students, development the curriculum or syllabus, learning plan, implementation of learning which educated the students, evaluation the outcome of the learning, development the students to actualize various potency that the students have (Sudarma, 2014, p.113). Through this competency, the teacher easily to understand the learning needs. The necessity for the teachers to have the pedagogical competence is explained in the Holy Qur'an Surah An-Nahl verse 125 as follow:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

Based on that verse above, it explains that the pedagogical competence is the competence which must to owned by the teachers, the teachers is also must to develop their pedagogical competence in order to the teacher can carry out the duty and also can carry out improvement in teaching and learning activities. These competencies are not gained suddenly but should through steadily and systematic learning.

In addition, the teacher is must to has competent and also must to teach the lesson which appropriates with educational background. In Indonesian education there are many cases that the teachers teaching a lesson which not appropriate with the educational background or outside in their expertise, that is namely mismatched teacher. A mismatch teacher is someone who teaches a lesson which not appropriate with their educational background. The mismatch teachers

oftentimes consider trifling that thing, even the mismatch teachers able to teaching but it would be better if the teacher that appropriate with their expertise. The reason why these cases happen is the lack of the teacher, it maybe can make the problem in teaching and learning process, such as the students not understand with the lesson and it can make them give up on learning. Hobbs (2015) explains that research has shown out-of-field teachers can be concerned about the negative impact their teaching might have on student learning, such as lower achievement scores. They have also shown concern that they are unable to demonstrate content is relevant to everyday life.

Properly, the teacher must teach a lesson appropriate with the expertise, for example, the teacher with the educational background in the mathematic department it must teach the mathematic lesson and the teacher with the educational background in biology department it must teach biology lesson. It is also applied for the English teacher, the teacher must be someone who graduated from the English department or someone who has the certificate to teach English.

Nowadays, English is the most one language in this world that used many people to communicate with everyone from other countries because English is an international and universal language, therefore English is one of a foreign language that taught in many countries, not accepted in Indonesia. There are many formals and informal education place in Indonesia taught English, one of the educational place which taught English is an elementary school. But at this time, many elementary schools apply curriculum 2013 which use thematic-integrative approach and English subject does not exist or it is not required by the government for elementary students, but it does not mean that the government

prohibit for teaching and learning English in elementary school, there are still a lot of elementary schools taught English lesson in local content subject.

The researcher believes that learn English better starts from an earlier time, and now the parents have aware of the importance of learning English for their children, they usually habituate the children to speak English in daily life and also give the extracurricular tutorial lesson. It means learning English is better starting from young age, although the English lesson is not required by the government in elementary school but there are a lot of elementary schools still taught English lesson for young learner, Qodriyah (2016, p.14) point out young learners are usually considered to be children between six to ten or eleven years of age.

There are many schools which make English as a language that use in the school environment. English for young learners is different from English for adults, such as different in technique, strategy, and method. English lesson taught for young learners for train the basic of English language, many teachers who teach English for young learners use games and song with action, total physical response activities, and task that involves coloring, cutting and sticking.

Young learners must be taught by the right English teachers, the English teacher who taught English for young learners certainly must like the children, creative and can teach the children through sing, dance, and doing game because young learners usually like singing, dancing, and playing in the learning process. The educational ministry of Indonesia in law number 16 of 2007 describes that the teacher of English should master the knowledge about various aspects of English (linguistics, discourse, sociolinguistics, and strategies) and master both oral and

written English, receptive and productive in all communicative aspects (linguistics, discourse, sociolinguistics, and strategies).

Based on previous explanation, the teacher of young learner must to has the competence, especially pedagogical competence in order to the teacher understand the characteristic of young learners, capable in create learning design and media for young learners, control the classroom that appropriate with young learners, capable to evaluate the learning outcomes of young learners, and also capable to develop the potential of young learners in teaching English. The teacher is also must someone who graduated from English department or someone who has a certificate to teach English, especially in teaching English for young learners because the teacher who teaches appropriate with the expertise already has knowledge and skill how to teach English for young learner, but there are still schools have a mismatch teacher to teaching English for young learners.

The researcher found the elementary schools which have mismatch teachers. The mismatch teachers are from Islamic education department and in fact from senior high school, they teach English for young learners at elementary school, they never learned about techniques, strategies, and method, in teaching English, especially in teaching English for young learners and also never learn about how to evaluate or assessing language learning of the learning outcomes of students. Therefore, the researcher interested to do conduct research at those schools. Those schools are the elementary school which taught English for young learners which located at Tamban, those are Madrasah Ibtidaiyah Nurul Iman, Madrasah Ibtidaiyah Darul Muta'alimin and Madrasah Ibtidaiyah Sullamuttarbiyah, Tamban, Barito Kuala Regency, South Kalimantan. The

researcher researches those elementary schools to investigate how the pedagogical competence of mismatch teachers in teaching English for young learners and to find what is the mismatch teachers problem in teaching English for young learners in the case of pedagogical competence.

B. Research Questions

Based on the explanation in the background of the study, the research question is formulated as:

1. What is the pedagogical competence of mismatch teachers in teaching English for young learners at elementary schools in Tamban?
2. What is the mismatch teachers' problem in teaching English for young learners at elementary schools in Tamban in the case of pedagogical competence?

C. Objectives of the Study

Based on the research questions, there are two purposes of this research:

1. To investigate the pedagogical competence of mismatch teachers in teaching English for young learners at elementary schools in Tamban.
2. To find the mismatch teachers problem in teaching English for young learners at elementary schools in Tamban in the case of pedagogical competence.

D. Significances of Study

The result of this research is expected to give significance as follows:

1. Theoretically:

The result of this study hopefully can give a contributor to giving information about the pedagogical competence of mismatch teachers in teaching English for young learners.

2. Practically:

The first for English teachers, this research can help the teacher to correct and improve teaching ability and also be better in the teaching learning process of English lesson especially in teaching English for young learner and also improved the pedagogical competence of the teacher.

The second for the reader and other researchers, the writer hopes that this research can give information how the pedagogical competence of mismatch teachers in teaching English for young learners at three elementary schools in Tamban and the researcher also hopes it can be referenced for other researchers for the same kind of the research.

The third for the elementary schools, this research do at MI Nurul Iman, MI Darul Muta'alimin and MI Sulamut Tarbiyah, the result of this study hopefully can be used to improve the pedagogical competence of English teachers until it can increase the quality of education in those elementary schools.

E. Definition of Key Terms

In order to avoid misunderstanding of some terms are used in this research, the researcher writes some key terms are defined as follows:

1. Pedagogical Competence

Pedagogical competence is one of the teacher competencies that constructed by the national education ministry of Indonesia. In this research, pedagogical competence means the ability of the teacher to understanding the young learners, ability to create learning design, ability to implementation of learning English to young learners, evaluate the learning outcomes of young learners and ability develop the potential of young learners.

2. Mismatch teacher

The teacher who teach a lesson which not appropriate with the educational background or outside in the expertise, in this research mismatch teacher means the teacher who teach English for young learners but did not graduate from English Department, in this research there are three teachers from different elementary school in Tamban, two teachers graduated from Islamic Education Department and one teacher graduated from senior high school.

3. Young learners

In this research, young learners mean the learners or the students in aged nine until twelve years old, the young learners study in fourth, fifth, and sixth grade at MI Nurul Iman, MI Darul Muta'alimin and MI Sullamuttarbiyah in Tamban, Barito Kuala Regency, South Kalimantan.