

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted at MI Nurul Iman, MI Darul Muta'alimin, and MI Sullamuttarbiyah which are located on Tamban, Barito Kuala Regency, South Kalimantan. This chapter presents the result of research in the form a description of the pedagogical competence of mismatch teachers in teaching English for young learners at elementary schools in Tamban and the problem faced by mismatch teachers in teaching English for young learners at elementary schools in Tamban in case of pedagogical competence.

The result of this research and the discussion are data analysis result gathered during the research process. It is collected based on the result of observation which has done inside the classroom in learning process and interview which has done outside the classroom to mismatch teacher who teaches English for young learners at MI Nurul Iman, MI Darul Muta'alimin, and MI Sullamuttarbiyah and also the documentary which has done when the ongoing observation.

The researcher did the observation in the learning process on English subject at fourth, fifth, and sixth grade and also doing the interview to the mismatch teachers. Based on the result of the research by collect all the data from observation, interview, and documentary about pedagogical competence of mismatch teachers in teaching English for young learners at elementary schools in Tamban and the problems faced by mismatch teacher in teaching

English for young learners at elementary schools in Tamban in case of pedagogical competence can be described one by one in the following paragraphs:

1. The mismatch teacher in MI Nurul Iman

The teacher who taught English lesson in MI Nurul Iman is Mr. Fajar Arianto S.Pd.I, he was graduated from Islamic Education Department, he teaches English lesson for third, fourth, fifth, and sixth grade students since 2009 until now, he is never joining the training or seminar about teaching English for young learner, his last educational background about English was just in Senior high school and the reason why he teaches English lesson because there is no English teacher so he asked to teach English in *Muatan Lokal* subject and also because he was graduated from senior high school while other teachers were graduated from Islamic boarding school.

1.1 The ability to understand the students

Based on September 4, 2019, the teacher said that he taught in the higher classes, these are four, five, and six classes it is easier to make students understand the lesson, there are so many active students than passive students because English is a new knowledge for them, so they are interested about the learning English. He taught basics English for learning material about vocabulary so that it can easily to understand by young learners. The problems faced by the teacher is because every student has different characteristic, some students quiet or passive in the classroom it is little it difficult to be taught.

1.2 The ability to create a learning design

Based observation on September 4th, 2019, the teacher said that MI Nurul Iman using *KTSP* Curriculum. Based on interview the teacher does not make a lesson plan by his self but he just develop it appropriate with the students, he explains that lesson plan can be used for one or two meeting, syllabus and learning material are also must to prepared, but in fact the teacher does not have syllabus and lesson plan for teaching English. The teacher using *LKS* book as a source, he prepares the learning material about vocabulary in different themes for every class. In the first observation meeting at fourth grade he taught the vocabulary about "Color, Vegetable, and Fruit", in the second and third observation meeting at sixth grade he taught vocabulary about "Kingdom", and in the fourth and fifth observation meeting at fifth grades he taught vocabulary about "Transportations". During the researcher did the observation, space arrangement sitting of students is never changed. The teacher decides the allocation time to teaching English on Tuesday for fifth and sixth grades, Wednesday for fourth grade, Thursday for fourth and fifth grade, and Friday for sixth grade. Based on an interview the teacher said that he got problem about lesson plan because lesson plan that has been available more difficult in learning material while the lesson that he taught is just basic English, so it is not appropriate.

1.3 The ability to implement the learning

In every meeting when the teacher comes into the class the students are always stand up and did greeting to him, the students said: "Good morning

teacher", and then he answers "Good morning too, how are you today?", then the students answer: "I am fine, thank you", before that he also always asked the students to pray together before started the lesson and also always checking for students attendances. Based on observation on August 15th, 2019, at the end of the teaching activities, the teacher makes a summarize about the material and he asks students "*Apa ada yang ditanyakan?*" and then give advice to the students to always learning even at school or home. Based on the observation in every meeting, the teacher always walks around the class to check the students' task while questioning them what they do not understand about the lesson. He always wrote, "Don't be noisy in the classroom" at the top on a whiteboard. Based on interview the teacher said that in every subject there are must be a problems, but during the time he can teach English, the problem that the teacher faced is if there are students who still do not understand the lesson when he explained, he must come to the students and explain the lesson more, another problem is a wrong pronunciation that the students do.

1.4 The ability to evaluate learning outcomes

The teacher always doing the evaluation at the end of teaching and learning meeting and always doing remedial although the task just a little, based on observation on August 15th, 2019 in fourth grade, he gives five a multiple-choice task for the students and writes that in whiteboard, after the students done with their task, he asked five students to come in front of the class and answer the questions, after that he asked all the students to check the answer together and after finishing that he gives score 20 for one right answer

question, he did remedial for the students who have scored in under 60, there are seven students who doing remedial. He gives one essay question to answer by the students that doing remedial, but in that question have a grammatical error, he writes in whiteboard "What color an apple?" it should be "What is the color of apple?".

At the second observation on August 16th, 2019, in sixth grades the teacher doing evaluation by divided the students into five groups, the instrument of the evaluation in crossword puzzle form, there are five questions about vocabulary "Kingdom", after all groups finished with their task, he asked to delegation in every group that choose by him to come in front of the class and write the answer, and after that the teacher and the students checking the answer together, because of the time is over he does not share the score at that time, he said that to inform the score in the next meeting.

At the third observation on August 20th, 2019, at fourth grade, the teacher gives an individual evaluation for the students by using four multiple-choice tasks about "Size". He got the evaluation instrument from *LKS* book, after all students are done with their task, he asked to gather their book to him, as usually he asked some students to answer the question by writing the answer in whiteboard and after that he checked the answer together with the students, and then he gives score in students' book. He said that "*Nilainya lengkap, ada yang dapat 100 sampai 0*" he shares the students' book while said the students' score, he did remedial for the students who have score under 60, there are eight students who did remedial. He gives one multiple choice

question for students who doing remedial and asks them to immediately finished the question in class and then he checked the results.

At the fourth observation on August 21st, 2019, at fifth grade the teacher divided the students into six groups to did the tasks of vocabulary about "transportation", he got the evaluation instrument from *LKS* book and write the task in the whiteboard. He gives the example how to answer the task, as follow:

No	Means	Machine	On land	In the air	In the water
1	Car	√	√	-	-
2	Airplane	√	-	√	-
3	Bicycle	-	√	-	-

After all groups were done with their task, they gather the task to him.

Because of the time is over, the task is not checking. After that, he did the questions and answers about the lesson for increment the students' score, he determines that just ten students who can answer, who is faster than other to raise hand up and answer the question correctly will get an extra score.

The teacher gives a task to arrange ten random words about "Transportation" when the fifth observation on August 28th, 2019, at fifth grade. He writes the task in the whiteboard while doing the task the class a little bit noisy and evaluation require so much time. When students doing their task, he walked around the class to check students and gives information about time, he said that "*7 menit Lagi*", after the students done, they give their books to teacher and then he ask to some students to answer and write the

answer in whiteboard, after that he asks to students to share back the book randomly and also ask them to correct the answer, after finished correcting he immediately gives score and said how much scores that the students get. There are two students got 90 scores, one student gets 20 score and other students got 100. He did remedial for a student who gets 20 scores for add score. The teacher also evaluated the half and the end of the semester, he also did remedial for students who have a low score. He got a problem in making an evaluation instrument, although sometimes the evaluation instrument taken from *LKS* book.

1. 5 The ability to develop learners to actualize their potential

The mismatch teacher being a channel to actualize the potential academic learners according to their ability, he helps the students in strengths and weaknesses in learning, he changes Indonesian children song to English song that the vocabulary easier to remember or memorize, for students who have weakness in teaching English he grouping them.

2. The mismatch teacher in MI Darul Muta'alimin

The teacher who taught English lesson in MI Darul Muta'alimin is Mr. Muhammad Humaidi, he was graduated from Senior high school, he teaches English lesson for fourth, fifth, and sixth grades students, the students who he teaches are thirteen students. He teaches English lesson from 2018 until now. He never joins the training or seminar about teaching English for the young learner, his last educational background about English was just in Senior high school and the reason why he teaches English lesson because he feels

challenged and he will the students mastering basic knowledge about English before they study in junior high.

2.1 The ability to understand the students

In understanding the learners, the teacher can recognize the personality types of students, based on an interview on September 4th, 2019, he explained that all students have the ability about English, some students can understand the lesson faster and slow and also there are passive and active students in every class. It is easier for the teacher to understand the characteristic because he just has little students to teach. He got a problem in the source for teaching so it is a problem for students in understanding the lesson.

2.2 The ability to create a learning design

MI Darul Muta'alimin using *KTSP* curriculum for English subject in every class. In ability to create learning design, the teacher not prepares lesson plan in every meeting and also does not have a syllabus for teaching English, it is means he does not plan about strategy or learning method that are suitable or appropriate with the young learner. During the researcher did the observation for five times, he never prepares creative and innovative media for aid teaching English for the young learner. He just prepares the learning material that he got from book or Google or internet, in fourth grade he uses a book for teaching and in fifth and sixth grade he uses e-book that he got from the internet. The teacher plan allocated time to teaching English on Wednesday for fifth and sixth-grade students and on Thursday for fourth-

grade students. He got a problem in giving and explains the lesson so that the students can understand with the lesson.

2.3 The ability to implement the learning

In ability to implement the learning, when the researcher did the observation the teacher did not pre-activity learning in every meeting, he immediately come into classroom and discuss about learning material, in the first observation meeting on August 21st, 2019 at fifth grade the teacher teaches about reading comprehension text about Family of William Jones, the researcher thinks that text was very long to fifth grade students, at classroom there is just a little communication between teacher and students and at that time the teacher goes to outside classroom without permission to students. The teacher used grammar-translation method, he just sit down in front of the class while explain about the learning material. At the end of the lesson he gives advice by saying "*Lancari membaca dirumah*". In the second observation at sixth grade he taught vocabulary about "Number", he corrected when the students did wrong pronunciation. In the observation on August 22nd, 2019, the teacher taught about Greeting in formal and informal situation in dialogue, while wrote the material in whiteboard the teacher asked to students "*Semangatlal belajarnya?*" then the students answer "*Kada!*" the teacher asked "*Kenapa?*" one of the students answer "*Kadada lagu*", he read the dialogue with the students and then explain and translating the dialogue. Based on observation on August 28th, 2019 at fifth grade the teacher asks the students to repeat what the teacher said, at that time he more active than students, at sixth grade the students memorize the vocabulary about number in

front of the class one by one, after that the teacher writes new learning material about self information in dialogue form, he wrote the material in whiteboard and then read that and translating the dialogue.

2.4 The ability to evaluate learning outcomes

During the researcher did the observation the teacher once time did the evaluation, based on interview he said that he not always does the evaluation at the end of teaching and learning process and he also does the evaluation at the end of semester, he make the evaluation instrument by his own self and always does remedial for students who have a low score. Based on observation on August 28th, 2019, the teacher asked the sixth grades students to change the dialogue that has been available to the students' self information. He got a problem in making evaluation instrument, are the students understand or not with the task.

2.5 The ability to develop learners to actualize their potential

The mismatch teacher being a channel to actualize the potential academic learners according to their ability, he helps the students in strengths and weaknesses in learning, based on interview on September 6th, 2019 the teacher said that if the students have ability in English such as in reading or pronouncing, he will more guiding the students. He gives learning material that he mastered, he explained that no book for teaching and learning is a big problem.

3. The mismatch teacher in MI Sullamuttarbiyah

The teacher who taught English lesson in MI Sullamuttarbiyah is Mrs. Mawaddah, she was graduated from Islamic Education Department STAI Al-Jami Banjarmasin, she teaches English lesson in three classes, there are in fourth, fifth and sixth grade. The students who she teaches are forty-four students, thirteen students in fourth grade, seventeen students in fifth grade, and fourteen students in sixth grade. She teaches English lesson from 2017 until now. She never joins the training or seminar about teaching English for the young learner, his last educational background about English was just in Senior high school, base on interview on September 6th, 2019 she said about the reason why she teaches English lesson because for add a lesson time and she asked to teach *Muatan Lokal* subject.

3.1 The ability to understand the students

Based on an interview the teacher said that for fourth grades students it is pretty fair difficult to make them understand because it is new knowledge and make them confused with that language, but after they always learn, they like, passionate and understand that lesson. For personality types of students, there are active students and the students who necessary to more guidance in learning English. Many students can understand the lesson fast because when teaching and learning English the students obligatory to bring a dictionary. Based on interview on September 6th, 2019, the teacher said that he no got a problem in understanding the students.

3.2 The ability to create a learning design

In that school using *KTSP* Curriculum. In fact, the teacher does not prepare a lesson plan and syllabus for teaching English for young learners, but when the researcher did the interview she said that she creates lesson plane by herself but just for sometimes. the teacher always prepare material about vocabulary in every meeting, in the first observation on August 16th, 2019, in fourth grades, the teacher taught vocabulary about "Religion", in the second and third observation on August 23rd and 30th, 2019 in fourth grades the teacher taught vocabulary about "Fruits", at the fourth observation on August 31st, 2019 in fifth grades the teacher taught vocabulary about "The bathroom in toilet" and in the last observation in fourth grade the teacher still taught about "fruits", she adds a new vocabulary about fruits. In every meeting, she always uses memorizing vocabulary technique, for a space arrangement sitting learners that never change in every meeting. The teacher decided allocation time to learn English every Tuesday for sixth grade, and on every Saturday for fifth grade, and every Friday and Saturday for fourth grades. She never using creative and interactive media for teaching English for young learners during the researcher did the observation. Based on an interview that on September 6th, 2019, she said that before teaching she also prepares a book, dictionary, blackboard, and also chalk. She got a problem in making a lesson plan because Religion lesson is different from English lesson, she explains that she is never learning about making English lesson plan.

3.3 The ability to implement the learning

In every meeting the teacher always says *salam* to the students, she did not greeting in the English language. At the first lesson time, the teacher always asks the students to recite short surah from Al-Qur'an and praying, after that the teacher immediately talk about learning material, the learning material that they taught is always about vocabulary. When the researcher did the observation on August 16, 2019, in fourth grade, the teacher gives reward to students who can answer her question by saying "*Pintar!*" she also advises by saying "*Belajar dirumah lebih giat lagi*". Based on observation on 23rd and 31st August 2019 she goes outside of the classroom without permission to students. She always just using memorizing vocabulary technique in every teaching and learning process when the students ask about the lesson she directly answers the question and she always close the lesson by saying *Salam*. She explains that she has done not have a problem with teaching English.

3.4 The ability to evaluate learning outcomes

During the observation, the teacher never evaluates learning outcomes at the end of the learning process but the teacher did evaluate at the end of the semester. Evaluation carrying out by the teacher and according to the schedule determined by the school, the evaluation instruments made by herself by the learning material so that the students understand with that evaluation instrument. She did the remedial for students who have a low score to increment the score. Based on an interview on September 6, 2019, she said that she got problem in assessing the result of students evaluation because the

answer is not appropriate, the students write the word based on pronouncing, so she gets confused in giving a score.

3.5 The ability to develop learners to actualize their potential

The mismatch teacher being a channel to actualize the potential academic learners according to their ability, she helps the students in strengths and weaknesses in learning. For students who have weaknesses in learning English, she more often gives task or homework so that students learn at home or learn with a friend who understands the lesson, she also teaches students how to use the dictionary. Based on the observation that the researcher did on August 30th, 2019, the teacher gives reward for four students who can memorize the vocabulary fluently and based on an interview, the teacher sometimes gives punishment to students who lazy in learning. She explained that she got problem in developing learners to actualize their potential, for the students who have a weakness she confused how the students can faster in understand the lesson, the active students usually ask to their friends while passive students are usually lazy, have many reason so she got confused and sometimes give punishment so that the students diligent in learning.

B. Discussion

In this discussion, the researcher displayed the result of this research on the observation, interview, and documentary. The data analyzed and reported systematically based on problem statement about the pedagogical competence of mismatch teachers in teaching English for young learners at elementary schools in Tamban and the problems faced by mismatch teachers

in teaching English for young learners at elementary schools in Tamban in case of pedagogical competence, as follows:

1. The mismatch teacher in MI Nurul Iman

The first indicator of pedagogical competence that should be owned by the teacher is the ability to understanding the students. Based on standard competence for a subject teacher that explained in the ministry of national education of Indonesia number 16 years 2007, the teacher should understand the characteristic of students, identifying the potential of the students, and identify the learning difficulties of the students. Based on the interview for the understanding the students, the teacher can identify the characteristic the students into active and passive students, and also the students who can understand the lesson faster and not. The teacher also adjusts the basic material about English vocabulary that is relevant to the characteristic of students in order to the students easy to understand.

Based on observation and interview the teacher also always walk around the class to check the students, he does not just sit in the front of the class, he also being able to open and close the lesson. When the teacher taught the students, he gives explanation that can easily be understood by young learners, it is same with Suyanto (2007, p.13), he said that teacher who teaches young learners should using simple language or words to children and also Yasin (2008) in Ada and Azisah (2016, p.242) explains that the teacher should be able to apply the teaching of basic skills, such as open lesson, explained, the pattern of variation, asked, giving strengthening, and close the lesson.

Based on observation and interview, the teacher did the evaluation in every meeting for individual or group and also at the half and end of the semester and the evaluation instrument made by the teacher and develop the task in *LKS* book, he also did the remedial for students who have a low score. It is same with Standard competence for teachers in national education ministry of Indonesia number 16 of 2007 explains that the teacher should organize assessment and evaluation process and learning outcomes of students and utilize assessment result and evaluation for learning. Another indicator of pedagogical competence is the teacher also should facilitate the development of students' potential for actualizing various potential that the students have. The teacher helps the potential of students in English in the way grouping between the students who have more ability and weakness in teaching English, in order to make easier in guide and teaching.

2. The mismatch teacher in MI Darul Muta'alimin

Based interview, the teacher can explain the character of the students, but based on observation for five times, the researcher thinks that the teacher does not understand the students. In teaching and learning process, he does not prepare media for making the students interesting in learning and does not apply strategies that appropriate with the characteristic of young learners. According to Nunan (2016) the use of appropriate approaches, strategies, and methods are very urgent to be considered by English teacher as an important aspect especially teachers of young learners. In the minister of Indonesian education number 16 of 2007 explained that the teacher should understand the character of students from the physical, moral, spiritual, social, culture,

emotional, and intellectual aspect. He also has ever snapped the student who laughed and plays with his friends when learning, while Scott and Ytreberg (2004, p.2) explain that young children love to play and learn best when they are enjoying themselves. Asmani (2009) in Hakim (2015, p.2) also explains that the teacher should communicate effectively, empathetic, and manner with the students.

The teacher does not have a syllabus and does not create or plan the teaching before. He just prepares the learning material from book and internet. It does not same with Mulyasa (2013, p.78-111) in Vanesa (2018, p.9-11) designing of the learning is important activity to be done by the teacher because it is the basis of teaching learning process, and also Yasin (2008) in Ada and Azisah (2016, P.242) mentions about indicators of the ability to create learning design, there are ability to plan the organization learning materials, ability to plan management learning, ability classroom management plan, capable planned use of media, and ability plan learning process valuation models.

Based on observation and interview, the teacher does not open the lessons, so it is not appropriate with Yasin (2008) in Ada and Azisah (2016, p. 242) that the teacher should be able to apply the teaching basic skills, such as open the lesson. When teaching, the teacher just stay in front of the students and explains the lesson, he does not apply strategies that appropriate with young learners, Paramitha (2012) points out there are many techniques for teaching English for young learners, such as drilling, games, and Total Physical Respond. It is better if the teacher applies various strategies to the

students interesting and fun in learning English. In teaching and learning process, the teacher able to explained and able to answer the question from students directly. When the students asked about the lesson, the teacher immediately answers. The teacher also does not bring or apply interactive media in teaching EYL, it does not same with the ministry of Indonesian education that mentions in indicator of pedagogical competence that the teacher should use media learning and learning sources that are relevant to the characteristic of students and lessons learned to achieve whole learning objectives. In the minister of Indonesian education number 16 of 2007 also explained that one of the indicators of pedagogical competence that teacher should organize the learning that educated.

In the ministry of national education of Indonesia number 12 of 2007 mentions one of the indicators of pedagogical competence, the teacher should organize assessment and evaluation process and learning outcomes of students and utilize assessment result and evaluation for learning. Mulyasa (2012, p. 78-111) in Vanesa (2018, p.9-11) also explains about teacher pedagogical competence, that is evaluation, by doing the evaluation, the teacher will know how far students understand about the lesson. Based on observation and interview the teacher did the evaluation at the half and the end of the semester. Based on observation and interview the teacher does not always did the evaluation in every meeting, but he did the evaluation at half and the end of semester, the researcher thinks that it is important to do the evaluation in every meeting because it will make the teacher know about the understanding of the students about the lesson, from the result of the evaluation the teacher also can

develop how the way to teach. The teacher needs to have the ability to evaluate the students because it is mentioned in the ministry of Indonesian education.

The problem faced by the teacher is about learning source in the form of a book, the book that is available just only for fourth grade, it is because of the facilities provided by the school is limited, it is a little bit difficult to students to learn because the book is limited. The researcher hopes that the school supplies the book especially for English book to teaching and learning process be better.

3. The mismatch teacher in MI Sullamuttarbiyah

Based on the adjustment of Indonesian government number 19 section 28 verse 3 (a) pedagogical competence is the ability to understanding the students, designing and carrying out the learning, evaluation the learning outcomes, and developing of students to actualize various potential that the students have. Based on observation and interview that there is the indicator of pedagogical competence that the teacher does not have, there are in carrying out the learning, when the teacher pronouncing the vocabulary, she often makes wrong pronunciation. The teacher always memorizing vocabulary technique and never apply another technique or method, she also never bring media in teaching. According to Paramitha (2012) there are many techniques to teaching English for young learners, such as repetition, simple question answer, translation for teaching speaking, and dictation, re-arrange the word for teaching writing.

Based on observation the teacher does not evaluate the teaching and learning process, she just does the evaluation in the half and the end of the semester. According to Mulyasa (2012, p.111) in Vanesa (2018, p.11) evaluation is needed to be done by teacher during teaching learning process, Danim (2019, p.25-26) in Vanesa (2018, p.16) points out by doing evaluation teacher will know how far students understand about lesson design and implementation evaluation and continuous learning outcomes, analyze the evaluation result and improve learning quality. The researcher thinks that it is will better if the teacher evaluates every meeting, to know the students' ability and understanding about the lesson.

According to Yasin (2008) in Ada and Azisah (2016, p.242) the teacher should have the ability to develop learners to actualize their potential, in that ability the teacher sometimes give a reward for students who have ability or have a potential in learning English and also give a punishment for students who have a weakness in learning English.

The mismatch teachers in this research do not mastery all the indicator of pedagogical competence, such as the indicator in create learning design such us not have a syllabus and do not make or prepare lesson plan, ability to implement the learning such as do not choose the learning material and do not use various strategies and media that appropriate with young learners, and evaluation such as do not did the evaluation during the teaching and learning process. The mismatch teachers are also having problems in case of pedagogical competence such us in making a lesson plan, in making the evaluation instrument and giving the score for the students.