

## CHAPTER II

### THEORETICAL REVIEW

#### **A. Teaching English as a Foreign Language in Indonesia**

In contrast to its neighbors Singapore, Hong Kong, and Malaysia, where English is extensively spoken as a second language, English is more likely to be taught and learned as a foreign language in Indonesia. This indicates that learning and teaching English (henceforth TEFL) takes place primarily in classrooms, as opposed to daily communication. Students of English in Indonesia have limited opportunities to use English as a means of communication outside of the classroom. According to Oxford and Shearin (1994), a foreign language in this context is one that can only be acquired through formal education. As a result, English language teaching and learning in Indonesia presents unique challenges that are not encountered in countries like Hong Kong, where English is utilized more frequently in daily life.

Hakim (2015) defined, foreign language learning as the acquisition of a target language in a country where it is not the native tongue. Students learning a foreign language have limited opportunities to use the target language outside the classroom because the language (in this instance, English) is not the primary mode of interpersonal communication. When a target language is infrequently used outside of the classroom, input and language use in the classroom are crucial (Suryati, 2013). Three factors may affect the efficacy of EFL instruction in Indonesia. Sulistiyo (2016) identifies

these as class size, student motivation, and teaching emphasis. These three factors align with Hakim (2015), assertion that less effective English learning and teaching in Indonesia is frequently attributable to classroom size and student motivation. However, Bradford also includes teacher qualifications as a contributor to the limited effectiveness of EFL instruction in Indonesia.

Several researchers have examined Teaching English for Speaker of Other Languages (TESOL) in Indonesia. English instruction and learning in Indonesian institutions, mainly rural areas, could be more optimal. The continually revised curriculum does not appear to take factors such as teachers' qualifications, teachers' time availability, the number of students per class, and the availability of resources and facilities, which have a significant impact on the success of teaching and learning English in Indonesian schools, seriously into account. In addition, the curriculum lacks strategies and alternatives for addressing English language teaching-related issues (Lamb, 2007).

According to Derewianka (2012), the communicative approach and the traditional technique are the two most popular ways of teaching a foreign language to students (also known as the grammar-translation method). Although the idea of communicative competency has been discussed, not all Indonesian schools have implemented it. This may have occurred because English is a Foreign Language in Indonesia that is rarely utilized. It appears that vernaculars and other local languages, together with a diluted form of Bahasa, are the favored languages for schoolwork.

Kirkpatrick (2007) asserts, that English instruction in Indonesian schools and institutions has been substandard for decades, which is another argument for TEFL in Indonesia. reported a perception of "failure" in TEFL in Indonesia. According to her, the results could be more adequate even though English is taught and used as a foreign language in Indonesia, and there have been many years of English instruction in formal education.

Previous research has identified a number of barriers to the efficacy of language teaching and learning in Indonesia, such as large class sizes, a lack of teaching facilities, and low teacher salaries (Sulistiyo, 2016). The similar reasons for the ineffectiveness of EFL instruction and learning in Indonesia. First, the majority of EFL learning occurs in the classroom, with limited exposure to the language for communicative purposes. Instructors and instructional materials are the only educational resources available. Because English is a required component of the school curriculum, thirdly, students may not be motivated to study it.

Several factors impede the effectiveness of teaching and learning English as a foreign language in Indonesia. Teacher qualifications and inadequate English proficiency, class size, student motivation, classroom-based learning, and limited sources of learning significantly impact the success of EFL teaching and learning (Sulistiyo, 2016). The essential and mandatory pedagogical competency of instructors is related to their qualification in teaching English, which is related to that competency.

## **B. English Teacher Competence**

The competence of a teacher is indicative of their quality. Sulistiyo (2016) defined teacher competence as an equilibrium between a teacher's necessary knowledge, skills, and psychological qualities. Akhmetova et al. (2013) identified, the characteristics of teacher competence: 1) the ability to carry out activities, 2) the combination of knowledge, skills, and personal characteristics that are related to education, 3) the skills and experience that determine productivity, 4) the evaluation category or standard of teacher evaluation, and 5) an individual's defining characteristic. According to Himawan (2016), the foundation of a teacher's competence is their previous education and experiences.

Teaching competencies are the abilities and knowledge that contribute to a teacher's success in the classroom. To promote student learning, teachers must be proficient in a wide range of teaching competencies to accommodate students with varying learning styles. Because competencies are observable, they may be measured quantitatively. A teacher's effectiveness can be determined by how successfully they teach a particular skill. Not always is the same level of expertise required for all teaching competencies. Some competences may place a larger focus on knowledge than on ability or attitude, whilst others may place a greater emphasis on skill or performance, depending on the context (Dakowska, 2018).

Teacher competency is the capacity of a teacher to fulfill his or her responsibilities and obligations in an acceptable and responsible manner.

Teacher competence is a measure of obtaining good and professional educators who have the competence to fulfill the functions and objectives of the school in particular and educational objectives in general. This is consistent with the idea that teacher competence is a metric for recruiting qualified educators.

The caliber of educators reflects the standard of education. Teachers should possess powerful pedagogical abilities, positive attitudes, and social skills. Instructors' teaching and learning process can be used to assess their pedagogical ability. The teaching and learning process should be tailored to the needs of the students and supported by innovative instructional methods (Tanjung et al., 2022).

In order to perform their duties effectively, teachers must also have a decent, secure, and mature personality by joining a social organization, teachers should play a positive role and actively participate in their communities. Additionally, instructors should have autonomy over their professional responsibilities. A quick discussion of four teaching competencies that teachers in Indonesia should be able to demonstrate is provided below:

#### 1. Pedagogical Competence

Pedagogical competence is one of the competencies that teachers must possess in full measure. Pedagogical competence refers to qualifications in education and teaching. Teachers must be able to manage and implement the teaching and learning process in the classroom as one of their qualifications (Purnama et al., 2021).

## 2. Personality Competence

(Ilyas, 2022) explains, personal competence is person's primarily positive traits, such as his or her patience or dexterity in the face of adversity, as well as his or her quick reaction to a fall, possessing a strong work and learning ethic, and always having a positive outlook. According to the Education Standard, personal competence refers to a person's stability, maturity, and wisdom, as well as his capacity to be a leader for learners.

## 3. Social Competence

Professional competence is the ability to master learning materials in sufficient breadth and depth to assist students in meeting the National Education Standards' competency requirements (Sulistiyo, 2016).

## 4. Professional Competence

This refers to mastery of education theory by Ramayulis (2013), content, science, and technology, recognition of education research and innovation, and comprehension of counseling. National Education Law specifies that professional competence includes the ability to master the structural concept and perspective to support the material, the ability to master the competency standard and content standard, the ability to develop the matter creatively, the ability to take a continuously professional development, and the ability to utilize technology in the learning process. According to the points, a professional teacher is one who has the knowledge and skill to teach as expected, or, in other words, is educated and trained in his field

### C. Pedagogical Competence

Pedagogical competence is the ability of teachers in managing learning. In accordance with Hakim (2015), teachers' pedagogical competence includes the ability to organize a learning program, interact with students or manage the learning process, and conduct an assessment. To develop pedagogical competence, a teacher must possess certain teaching skills. The competencies include Communication and Interpersonal Skills, Organization and Planning, Classroom Management, Assessment and Coaching, Mediator and Facilitator, Collaboration and Teamwork, Caring and Inclusiveness, and Flexibility and Adaptability. Below is the description of each teaching skill:

#### 1. Communication and Interpersonal Skills

In classroom learning, the communication process will take place between teachers and students. Learning materials generate the interaction between teachers and students in the classroom. Communication occurs by itself and develops relationships between those involved in the learning process. Therefore, teachers not only carry out the task of delivering learning materials but also must have Interpersonal Skills. Interpersonal skills in teachers mean the ability of teachers to effectively communicate with their students and other teachers (Inah, 2015).

Communication is the most essential soft skill for teachers. Teachers must be outstanding communicators and know how to converse with a variety of individuals in order to perform their duties successfully (Straus et al., 2013). To be a successful educator, teachers must be able to

converse with students, not at them. In addition to instructing students on course materials, teachers must establish communication channels with students. A teacher should be able to develop trust with their students and use their communication skills to assist students in need when they feel alienated or bullied (Volungis & Goodman, 2017). To foster a sense of trust and improve student-teacher communication, teachers should learn their students' names, understand their likes and dislikes, praise good work and provide constructive feedback when a student does poor work, observe how each student normally behaves in the classroom, and be on the lookout for any behaviors that seem out of the ordinary (Zheng, 2022).

## 2. Organization and Planning

The planning pillar involves the daily, weekly, or quarterly preparation for teachings or activities that a teacher may perform. This can include teaching instruments and any other processes a teacher employs to prepare for teaching. The teaching instruments comprise a lesson plan, materials to teach and discuss, worksheet, media of teaching and evaluation rubric. The planning process is the cornerstone of management. In education, curriculum design involves instructors making decisions about what students are to learn and instructional decisions about the learning experiences that will be provided in the classroom (Strieker et al., 2013). Scheduling educational activities is a significant planning endeavor.

As a manager of an organization and planning for students, teachers must be able to create student development through the

organization in teaching and learning activities, such as students going from one teacher to another and from one group to another (Fahyuni & Istikomah, 2016). Students can learn to organize with their teachers and friends and adjust to the teacher and his methods.

### 3. Classroom Management

In their role as classroom management, teachers should be able to manage the classroom as a learning environment that needs to be organized. The general purpose of classroom management is to provide and use classroom facilities for various activities that include planning, organizing, directing, coordinating, supervising, and assessing (Sutisna & Widodo, 2020). This classroom management in line with how to maintain eye contact, let one another speak uninterrupted, raise concerns about one another's statements in a respectful manner, maintaining a designated quiet space for students to take notes and complete work, and monitor students' activities.

When the class structure and administration are in place, the planning can be carried out optimally. Class management encompasses a positive rapport between the instructor and the students, the introduction of appropriate materials, standards, and procedures for the class, the teacher's ability to direct and instruct students, and the creation of a motivating and organized learning environment (Stronge et al., 2013).

#### 4. Assessment and Coaching

The teacher's assessment is more than just assessing student learning outcomes such as homework, daily test results, Etc. However, the teacher must be able to assess and correct students' attitudes, behavior, and actions at and out of school. This relates to the teacher's coaching of students, such as practicing what is taught didactically in the classroom during the lesson so that students can understand the lesson optimally (Salsabilah et al., 2021). At this point, the teacher will evaluate the students based on their honesty, discipline, cooperation, mutual respect, and assistance to one another, as well as their level of participation in each activity.

#### 5. Mediator and Facilitator

Teachers should have adequate knowledge and comprehension of educational media in their role as mediators, because educational media is a communication tool that streamlines the teaching and learning process. In student discussion activities, the teacher intervenes or provides an exit in order to play the role of mediator. Teacher may start and control student discussion to encourage students' initiatives. As a facilitator, the teacher must be able to locate useful learning resources and support the attainment of objectives and the teaching and learning process (Sutisna & Widodo, 2020). To be an effective facilitator, a teacher must be able to provide learning environments that are comfortable, enjoyable, and straightforward.

## 6. Collaboration and Teamwork

Collaboration between teachers and students will create a pleasant learning environment and facilitate the teaching and learning process in the classroom, allowing students to embrace any form of instruction delivered by the teacher during class time. Therefore, teacher-student collaboration is essential for facilitating the implementation of the learning process. Indirectly, teachers and students will also develop cooperation. This collaboration between teachers and students will result in the creation of the school's vision and mission (Puspitasari & Sari, 2012).

Teachers can create opening classroom rituals in which students share their daily learning objectives in order to promote collaboration and interpersonal skills. Students are paired so that they can teach one another. Allow students to sign up to facilitate class discussions. Collaboration entails working towards a common objective or mission in a structured activity in which every member of the group participates. This learning idea teaches students how to work together and enhances their social skills, problem-solving skills, and conflict resolution abilities.

## 7. Caring and Inclusiveness

Teachers are central figures in implementing inclusive education, and they are responsible for teaching and learning activities at school. Teachers' concern for students is not only by showing a friendly attitude towards their students but also can evaluate and providing feedback to students, such as understanding the situation of their students, providing

motivation, and providing inspiration (Mas, 2008). The form of teacher concern for students is the ability to reduce anxiety, the desire to listen, respecting appropriate behavior, being a friend, using positive and negative criticism appropriately (Cahyadi, 2016).

#### 8. Flexibility and Adaptability

The teacher must be flexible and adaptability to the learning environment. Teachers need to accept changes as technology develops, including implementing a student-centered learning model. With students increasingly accessing information and knowledge from the internet, the role of teachers is increasingly needed to supervise. Teachers are also challenged to be adaptable in understanding technology's needs, strengths, weaknesses, and influence on learning. Teachers can provide comfort to the learning process of their students and personalize instruction according to their requirements. In the classroom, teachers can be friends and mother figures to their students.

If a teacher meets the government- mandated standards for competence, they will also perform well on the job. Comparing someone's work to a set of criteria or standards is the best method for evaluating their performance. Performance is the result of a person's skills, abilities, and special scope areas working together to produce both visible and invisible results and services.

If teachers do their jobs well, the standard of education in this country, notably inclusive education, will rise. Effective learning

management is a strong indicator of a teacher's job performance. Management of learning is the fundamental skill required to perform teacher training tasks (Egeberg et al., 2016). This is demonstrated by the ability to design teaching and learning programs, conduct or manage the teaching and learning process, and assess the teaching and learning process.

#### **D. Strategies to Improve Teacher Pedagogical Competence in Teaching EFL**

The teacher's pedagogical competency will enhance his or her professional teaching competence. Through pedagogical competence, a teacher is able to organize learning material that will be effectively delivered to his or her students using a variety of techniques (Rahman, 2014). To develop their pedagogical skills, teacher's may employ a number of strategies by applying 4 aspects of learning: listening, speaking, reading and writing.

##### **1. Mastering English knowledge and proficiency**

Teachers who have mastered English knowledge and proficiency are able to analyze the obtained information, whether it be an opinion, event, or data. Thus, it will be simpler for teachers to make decisions based on logic, particularly when teaching and learning in the classroom (Mandasari & Oktaviani, 2018). The teacher's strategic steps in improving English knowledge and skills are by reading, watching and listening to news in English, reading English books, listening to English songs and keeping English journals (Nakata, 2010). Having discussions with colleagues at the same school greatly also aids the English teachers in

resolving problems in their day-to-day teaching activities regarding how to effectively teach particular materials. They frequently share advice on how to effectively teach the material without causing the students too much difficulty in attaining the set learning objectives. In addition, establishing a non-threatening classroom environment is a common topic of conversation among colleagues from the same school, as Irmawati et al. (2017), discovered in their study of teachers' strategies to develop their pedagogical competence.

Participating in Teacher association forums, seminars, and workshops allows teachers to engage in a great deal of discussion with other participants and invited experts in TEFL (Teaching English as a Foreign Language) about teaching techniques to teach materials more effectively and new understandings of various teaching techniques to create an engaging classroom environment.

## 2. Understanding students

Understanding students is the process action how students understand something. Moreover, learning is an attempt to understand. In education, understanding can be seen as the process by which students make sense of what they are learning or develop their ideas about what they are learning. What the teacher has to do to understand students is by building communication, make observations during the learning process, build student confidence, motivate student interest in learning, and growing a learning atmosphere inside and outside the classroom.

### 3. Understanding Curriculum and Syllabus Development

A curriculum is a set of guidelines describing what students are expected to learn in an educational course or program, whereas a syllabus is a document that defines the class's expectations, assignments, and assessments. To develop pedagogical competence, teachers must be able to analyze curricula and syllabi in depth and apply them to the organized-learning process. Teachers should be able to implement the following syllabus development steps: (1) reviewing competency standards and basic competencies; (2) identifying the subject matter of learning; (3) developing learning activities; (4) formulating learning indicators; (5) determining the type of assessment; (6) allocating time; and (7) identifying learning resources. Teachers who are adept at evaluating syllabi are better able to prepare student books with pertinent material, student activities, and assessment tasks. Therefore, teachers must be familiar with the course material and outline. (Sacks & Pikas, 2013).

### 4. Understanding the Lesson Plan

According to Capps and Crawford (2013), lesson plans are crucial documents that outline the logistics of imparting instruction for a single session, an entire semester, or even longer. This is typically done by teachers prior to the commencement of the school day. The teacher creates this lesson plan before any instruction or learning occurs. When developing this lesson plan, teachers must give special attention to all of its essential components. Mastra (2019) identified, the effective Lesson

Plan consists of some elements. It includes activities for the teaching and learning process that will be carried out by the instructor and serve as a learning experience for the students. The learning steps are organized systematically in order to attain the learning objectives. The learning steps are organized as sequentially as feasible so that they can be utilized by other educators.

A good educator, according to the findings of Wardoyo et al. (2020), should also be familiar with the subject matter being taught, have a firm grasp of the relevant content, and be capable of coming up with original lessons contained in their lesson plan. They should be able to incorporate elements such as character education, Literacy, high order thinking skills (HOTS), and 21st century skills into the lesson plan to accommodate the teaching and learning process, as well as select the most appropriate learning strategies and methods that are relevant to students' characteristics.

##### 5. Understanding Educational Learning and Dialogical

Communicative or dialogic learning entails many conversations and is more than just talking, as it incorporates knowledge, social relationships, and education. Explained that openness and communication are natural human traits and that words are the foundation of every conversation. An open and communicative dialogic can liberate and humanize the learning process. Free implies that students can express their opinions, so the teaching and learning process is not centered solely on the

teacher. Humanizing students means that the learning process enables them to seek their knowledge through transparent and communicative conversations.

Laird-Gentle (2023), proposes 5 principles of dialogical teaching. They are collective, reciprocal, individual, cumulative, and purposeful. Below is the description of each.

a. Collective

The teacher is an equal participant in discussions with students. In this way, dialogue becomes a shared experience that can challenge certain classroom power dynamics.

b. Reciprocal

Students listen attentively to one another and respond by exchanging and challenging ideas and presenting contrasting viewpoints. Consequently, dialogic teaching assumes a conversational structure in which discussion and argumentation are utilized to investigate and challenge.

c. Supportive

All participants value and respect one another's contributions in an effort to attain a shared understanding. This is accomplished in a conducive setting where everyone feels secure enough to contribute.

d. Cumulative

Dialogic teaching builds on student and instructor contributions to create cohesive and logical paths of inquiry and allow for deeper

learning. Open- ended teacher-student questions and responses encourage problem-posing and problem-solving rather than explanation and memory.

e. Purposeful

Instead of a "free for all," the teacher has learning goals. The right topic can engage and excite pupils to participate more in class. Dialogic teaching works well in civic education, because inquiry questions like "are all human rights universal?" lend themselves to collective, reciprocal, and cumulative dialogue.

6. Using Learning Technology

The existence of technology is currently regarded as being crucial to human existence as a support for carrying out numerous tasks, including those related to labor and education. Via a variety of tools, including Zoom, Google Classroom, Google Meetings, and WhatsApp Groups, educators can use technology to become learning medium or mediators in sharing knowledge with students. With the help of the learning resources mentioned above, teachers can present material in a fun and engaging way that keeps students interested and motivated to participate in these teaching and learning activities.

7. Understanding Evaluation of Learning Outcomes

Evaluation of learning outcomes is a process used to assess students' academic progress over a specified period to enhance how pupils learn. The report seeks to assess the degree to which the objectives have

been achieved (Permatasari, 2014). Basically, how to measure student achievement is done in three ways; diagnostic tests, summative tests, and formative tests. Meanwhile, the form of the test given can be in the form of written, oral tests or practical tests.

#### 8. Understanding Students' Development to Actualize Their Potential

Understanding Students' Development is an important component that a teacher must know. A teacher's correct understanding of learner development will lead the teacher to create a suitable learning design for students. Learning designs that are suitable for learner development will produce maximum learning. The ways to identify student potential is make Observation. Observations here can be made in class, by observing how students learn, socialize, and deal with existing problems. Besides that, Analyze the results of the test exam is to important, by analyzing test results, teachers will more easily see what potential students might develop. This is very useful for identifying student potential. Maybe some students can make good work, and some are not good at making work but they are good at academics. Some of these things can be analyzed and identified (Kumala et al., 2021).

Optimizing teacher collaboration is an important strategy for Improve Teacher pedagogical Competence in TEFL. Optimizing teacher collaboration includes conducting activities such as case discussions, action research, study groups, and lesson studies (Tyagita & Iriani, 2018). In addition, it can also be done by providing counseling guidance on a regular basis.

## **E. Relevant Research Findings**

Multiple researchers conducted comparative studies on pedagogical competence. According to Purnama et al. (2021), Pedagogical Competence is one type of competence that must be mastered by teachers. This study aims to understand the characteristics of students in the classroom and the difficulties they experience in receiving material during the learning process at SMP N 16 BENGKULU SELATAN. The researcher found evidence that teachers use a student-centered approach where the learning system is student-centered. In addition, for the pedagogical competence function, the percentage of teachers with moderate pedagogical competence has an average score of 27.2%. The researcher has several recommendations based on the above findings, including the following: students must follow the learning process well in order to understand the material delivered by the teacher, teachers must be creative in delivering material to students, teachers must give awards to students so that students are more enthusiastic in following the learning process, and teachers can take part in coaching to improve their abilities.