

PEDAGOGICAL COMPETENCE OF ENGLISH TEACHERS WITH NON-ENGLISH EDUCATIONAL BACKGROUND IN KUNINGAN REGENCY: PROBLEMS AND SOLUTIONS

Rila Nurfadillah

University of Kuningan, Indonesia
nurfadillahrilla@yahoo.com

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Abstract: This paper analyzed pedagogical competence of Junior High School English Teachers with Non-English Educational background in Kuningan. The method was qualitative research and the data were structured observation, questionnaire, and interview. In this research, the respondents were nine English Teachers with Non-English Educational Background in different school, and were chosen by convenience sampling. Based on the findings of the research, English Teachers with Non-English Educational Background only have done the indicator number: (1) Mastering learners' characteristics from the physical aspect, moral, spiritual, social, cultural, emotional, and intellectual; (2) Mastering the theory of learning and the principles of educated learning; (3) Developing the curriculum associated with the lessons; (6) Facilitating learners' potential to actualize their potential; (7) Communicating effectively, empathic, and polite with learners; (8) Conducting the assessment, the process evaluation, and the learning outcomes; and (9) Utilizing the results of assessment and evaluation. Then, the teachers were indicated as teachers who are not maximum in the indicator number; (4) Conducting educated learning; (5) Utilizing information and communication technology for learning, and (10) Doing a reflective action to improve the quality of learning. The main problem of English Teachers with Non-English Educational Background is pronunciation because they were confused in saying something in English. There are also the solutions of all the problems like joining MGMP or teacher's forum.

Keywords: *pedagogical competence, English Teachers with Non-English Educational Background, EFL Classroom, problems, solution.*

INTRODUCTION

The Regulation in Republic of Indonesia Number 20, 2003 on National Education System, Chapter I, Verse 1, states that:

Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.

(Education is conscious efforts and planned to establish learning situation and learning process, so that learners in active develop themselves to have spiritual strength, religion strength,

self-controlled, behavior, cleverness, and skill which are needed by themselves, nation, and country.)

Jalal *et al.* (2009, p. 5) clarifies that the quality of education plays a crucial role in determining a nation's competitiveness. Thus, most societies and governments have promoted strategies to improve the quality of education. One of the important things that people need in this world is education. All the potential and talents are expected to lead to a change for the better. These changes are expected to have an influence on national education goals which are implemented towards the process and outcomes of education provision itself either by knowledge or understanding, because Routledge and Paul (2010, p. 8) argues that

education suggests not only that what develops in someone is valuable but also it involves the development of knowledge and understanding.

To implement all the provisions regarding education in Indonesia, the government has made The Regulation of National Education System (UU RI No.20/2003), the Regulation of Teachers and Lecturers (UU RI No.14/2005), the Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007), and so on. Particularly in Indonesia, the national education serves to develop the ability, character, and civilization of dignity in the context of the intellectual life of the nation.

Under The Regulation in The Republic of Indonesia Number 20, 2003 on National Education System Chapter IX, The National Education Standards Article 35 defines "*Standar nasional pendidikan terdiri atas standar isi, proses, kompetensi lulusan, tenaga kependidikan, sarana dan prasarana, pengelolaan, pembiayaan, dan penilaian pendidikan yang harus ditingkatkan secara berencana dan berkala*". National education standards consist of content standards, processes, competence of graduates, educational staff, facilities and infrastructure, management, financing, and valuation of education must be improved periodically.

According to Evans *et al.* (2009, p. 4), governments are expected to hold schools and teachers accountable for educational quality. Educators are community members who are devoted and raised to support education. So, educators included into the teaching staff were qualified as teachers, counselors, tutors, trainers, instructors, facilitators, and other designations according to their specialization, as well as participating in education sector (The Regulation of The Republic of Indonesia Number 20, 2003 on National Education System Chapter I, Verse 1). The teacher itself, as Harmer (2001, p. 57) states, has some roles such as controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

In fact, there are teachers who teach a subject that is not accordance to what they

received from their college. Besides that, there are teachers who can master the material, but they always face the situation when they feel so confused to teach. Rosyid (2013, p. 2) explains that this phenomenon is not a secret in some educational systems, especially for private school.

As a professional, teacher is a job or activity conducted by a person and become a source of income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education. Professionals are also characterized by the ability of self-honesty. Thus, the characteristics of professional teachers are mastering the material, structure, concept, and idea related to the subject, mastering competency standard and elementary competence, developing the material creatively, developing self-professionalism with doing reflective action, and using information and communication (The Regulation of The Republic of Indonesia Number 16, 2007 on Teacher's Academic Qualification Standard and Teacher's Competence Attachment).

Based on The Regulation of The Republic of Indonesia Number 14, 2005 on Teacher and Lecturer Chapter I, Verse 1, competence is a set of intelligent actions and full responsibility to perform the duties in accordance with the specific job. This include pedagogical competence (understanding learners, making lesson plan, implementing learning process, designing and implementing learning evaluation, and developing learners to actualize its potential), professional (mastering substance related to scientific field of study, mastering the structure and scientific method), personality (having steady and stable personality, mature, wise, dignified, noble, and be a role model), social (creating communication and interaction effectively with students, fellow teachers, staff, parents/guardians of students, and society).

This regulation is similar to Brown (2001, p. 430) that there are good language teaching characteristics: technical knowledge, pedagogical skill, interpersonal skills, and personal qualities. Such characteristics are

shown in teachers' preparation, presentation, execution or methods, personal characteristics, teacher and students interaction. The role of teacher is the role as a "critical pedagogue" that serves to highlight the fact that teachers are not merely a language teacher. A teacher is more than that (Brown, 2001, p. 443) because teachers are the agents for change in a world in desperate need of change.

With the existence of the system in national education and TEFL (Teaching English as A Foreign Language), teachers of English whose backgrounds are English Educational and Non-English Educational can do their job differently because roundness of knowledge, skills and attitudes in the form of intelligent action and full responsibility in performing the duties of a learning agent.

By the description above, the researcher is interested to make research about the pedagogical competence of English Teachers with non-English Educational Background in teaching and learning process. Thus, this would be useful also in order to find their problems and solutions in teaching English.

METHOD

According to Creswell (2009, p.1), research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed

methods of data collection and analysis. In this study, the qualitative approach was used. Qualitative research is a means of exploring and understanding the meaning the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009, p. 1). The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. The final written report has a flexible writing structure. Those who engage in this form of inquiry support a way of looking at researcher that honors an inductive style, focus on individual meaning, and the importance of rendering the complexity of a situation.

The approach of this research was descriptive study. Fraenkel and Wallen (2009, p. 14) said that "descriptive studies describe a given state of affairs as fully and carefully as possible". He adds the example of descriptive studies in education include describing the behaviors of teachers, administrators, or counselors. The researcher chose this approach because this research described the pedagogical competence of English Teachers with Non-English Educational background. The description of phenomena is the starting point for all research endeavors.

Table. 1. English teachers based on education, youth, and sport agency in Kuningan 2014/2015

Teachers Educational Background	Level of Education			Total (%)
	Junior High School (%)	Senior High School (%)	Vocational High School (%)	
English Education	185 (91,13)	52 (86,67)	109 (88,62)	344 (89,12)
Non-English Education	18 (8,87)	8 (13,33)	14 (11,38)	42 (10,88)
Total	203 (100)	60 (100)	123 (100)	386 (100)

The larger group to which one hopes to apply the results is called the population (Fraenkel and Wallen, 2009, p. 90). There are eighteen Junior High School English Teachers with Non-English Educational background in Junior High School based on the data from

Education, Youth, and Sport Agency in Kuningan Regency above.

A respondent in a research study is the group on which information is obtained (Fraenkel and Wallen, 2009, p. 90). In this study, respondents were selected by convenience sampling. On occasion, based on

the previous knowledge of a population and the specific purpose of the research, the researcher uses a convenience sample because there are individuals who conveniently are available for study (Fraenkel and Wallen, 2009, p. 98). The total numbers of respondents were nine English teachers who have non-English Educational background with different school.

The data collection steps included setting the boundaries for the study collect information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. These were three data collection techniques that were taken by the researcher based on the Creswell (2009). Qualitative observations were those in which the researcher takes field notes on the behavior and activities of individuals at the research site. Data were collected by gathering field notes. The researcher made an observation in the teaching-learning process in the class room for two times and each observation lasted eighty minutes. There were some check lists in the observation form that consists of aspects of pedagogical competence. It is done from May 20th until August 12th, 2015.

In a questionnaire, the subjects respond to the questions by writing or, more commonly, by marking an answer sheet. Selection items on questionnaires include multiple-choice, true-false, matching, or interpretive-exercise questions. Supply items include short-answer or essay questions (Fraenkel and Wallen, 2009, p. 123). In this research, researcher used marking an answer sheet questionnaire. All respondents were given some questions in the questionnaire form consisted of aspects of pedagogical competence. For analyzing the questionnaire, the researcher used likert scale. It is the instrument to measure how often teacher do every single aspect of pedagogical competence. The researcher used checklist form with four variables answer of the statements.

Interview was conducted in the form of an unstructured open ended interview and

take interview notes, conduct an unstructured open ended interview, audiotape the interview, and transcribe the interview, conduct a semi structured interview, audiotape the interview, and transcribe the interview, conduct a focus group interview, audiotape the interview, and transcribe it, and conduct different types of interview: email, face-to-face, focus group, online focus group, telephone interviews. In this research, all respondents were asked to answer the same questions noted in the interview sheet. The interview consisted of aspects of pedagogical competence. The interview process of all respondents has been done for once.

Creswell (2009, p. 150) stated about discussion of the plan for analyzing the data might have several components. The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data (some qualitative researchers like to think of this as peeling back the layers of an onion), representing the data, and making an interpretation of the larger meaning of the data.

RESULTS AND DISCUSSION

This research presented pedagogical competence of English Teachers with Non-English Educational Background in Kuningan Regency. Because of the limitation of the research, the researcher made the description about pedagogical competence and problems and its solutions of Junior High School English Teacher with Non-English Educational Background.

After the researcher got the data of population, there were 9 English Teachers with Non-English Educational Background confirmed as the respondents of the research, they were SMPN 1 Kuningan and SMPN 4 Kuningan that located in the center of regency, SMPN 1 Cigugur in the west of regency, SMPN 2 Kramatmulya that can be reached in the north of regency. But, from SMPN 2 Cimahi, SMPN 1 Cibeureum, SMPN 2 Cibeureum, SMPN 1 Ciwaru, and SMPN 1

Ciawigebang are located far away to the east of the center of regency.

English teachers from SMPN 1 Kuningan, SMPN 4 Kuningan, SMPN 1 Cigugur, and SMPN 2 Kramatmulya are English teachers whose background is S-1 Economics Education. The background of English teacher from SMPN 2 Cibeureum is S-1 Catering Education. Then, English teacher from SMPN 1 Ciawigebang is S-1 Economy and Management. Followed by English teacher from SMPN 1 Ciwaru who graduated from S-1 Accountancy, English teacher from SMPN 2 Cimahi is S-1 Biology, and English teacher from SMPN 1 Cibeureum is S-1 Indonesian Education.

This research was done in all schools from May 20th until August 12th, 2015. The researcher also provided the result of

questionnaire that given to all respondents in order know the existence of ten indicators of pedagogical competence and also observation worksheet and the result of interview to add some information of the data from the questionnaire. In addition, all the results here were used for describing problems and solutions that faced by English Teachers with Non-English Educational Background.

Pedagogical competence which is the ability of teachers in the management of learning, based on the Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007) includes ten indicators. The results of research which have done collected based on the questionnaire, interview, and classroom observation can be presented as follows:

Table 2. *Pedagogical competence of English teachers with non-English educational background*

No	Pedagogical Competence	Always (%)	Often (%)	Seldom (%)	Never (%)	Total (%)
Mastering Learners' Characteristics from The Physical Aspect, Moral, Spiritual, Social, Cultural, Emotional, and Intellectual						
1	Understanding the characteristics of learners relating to the physical aspects, intellectual, social-emotional, moral, spiritual, and sociocultural background	3 (33,33)	5 (55,56)	1 (11,11)	0 (0)	9 (100)
2	Identify potential learners the subjects of teaching	3 (33,33)	6 (66,67)	0 (0)	0 (0)	9 (100)
3	Identify initial stock-teaching participants students in the subjects of teaching	1 (11,11)	2 (22,22)	6 (66,67)	0 (0)	9 (100)
4	Identify the learning difficulties students in the subjects of teaching	1 (11,11)	7 (77,78)	1 (11,11)	0 (0)	9 (100)
Mastering The Theory of Learning and The Principles of Educated Learning						
5	Understanding the various theories of learning and principles of learning educate related subjects of teaching	1 (11,11)	5 (55,56)	3 (33,33)	0 (0)	9 (100)
6	Applying a variety of approaches, strategies, methods, and techniques of learning which educate creatively in the eye of teaching lessons	2 (22,22)	5 (55,56)	2 (22,22)	0 (0)	9 (100)
Developing The Curriculum Associated with The Lessons						
7	Understanding the principles curriculum development	1 (11,11)	3 (33,33)	5 (55,56)	0 (0)	9 (100)
8	Determining learning objectives of teaching	3 (33,33)	6 (66,67)	0 (0)	0 (0)	9 (100)
9	Selecting learning materials associated with the experience of teaching learning and learning objectives	2 (22,22)	5 (55,56)	2 (22,22)	0 (0)	9 (100)
10	Reforming learning materials correctly in accordance with the approach selected and characteristics of learners	1 (11,11)	6 (66,67)	2 (22,22)	0 (0)	9 (100)
11	Developing indicators and instruments assessment	2 (22,22)	3 (33,33)	4 (44,44)	0 (0)	9 (100)

Conducting Educated Learning						
12	Understand lesson plans principles	0 (0)	5 (55,56)	4 (44,44)	0 (0)	9 (100)
13	Developing lesson plans components	0 (0)	4 (44,44)	5 (55,56)	0 (0)	9 (100)
14	Arranging a complete lesson plans	0 (0)	4 (44,44)	5 (55,56)	0 (0)	9 (100)
15	Doing educated learning in the class, laboratory, or field	0 (0)	4 (44,44)	5 (55,56)	0 (0)	9 (100)
16	Doing educated learning in the laboratory based on the standard of safety	0 (0)	1 (11,11)	5 (55,56)	3 (33,33)	9 (100)
17	Doing educated learning in the field based on the standard of safety	0 (0)	3 (33,33)	6 (66,67)	0 (0)	9 (100)
18	Using another source of learning to push the learners in having an achievement	1 (11,11)	7 (77,78)	1 (11,11)	0 (0)	9 (100)
Utilizing Information and Communication Technology for Learning						
19	Using information and communication technology (ICT) in teaching activities	1 (11,11)	1 (11,11)	6 (66,67)	1 (11,11)	9 (100)
Facilitating Learners' Potential to Actualize Their Potential						
20	Providing a variety of activities learning to encourage learners getting achievement optimally & actualize learners' creativity potential	0 (0)	6 (66,67)	3 (33,33)	0 (0)	9 (100)
Communicating Effectively, Empathic, and Polite with Learners						
21	Understanding the strategy of communication effectively, empathic, and polite with learners with oral, written, or another type	0 (0)	7 (77,78)	2 (22,22)	0 (0)	9 (100)
22	Building strategy of communication effectively, empathic, and polite with learners	0 (0)	6 (66,67)	3 (33,33)	0 (0)	9 (100)
Conducting The Assessment, The Process Evaluation, and The Learning Outcomes						
23	Making assessment to know how far the learners master the material	2 (22,22)	7 (77,78)	0 (0)	0 (0)	9 (100)
24	develop assessment instruments, the process evaluation and learning outcomes	2 (22,22)	5 (55,56)	2 (22,22)	0 (0)	9 (100)
25	make administration of process evaluation and learning outcomes sustainable by using various instruments	3 (33,33)	6 (66,67)	0 (0)	0 (0)	9 (100)
Utilizing The Results of Assessment and Evaluation for Learning						
26	Using assessment information and evaluation to determine mastery learning	3 (33,33)	6 (66,67)	0 (0)	0 (0)	9 (100)
27	Communicating the results of the assessment and evaluation to stakeholders	3 (33,33)	6 (66,67)	0 (0)	0 (0)	9 (100)
Doing A Reflective Action to Improve The Quality of Learning						
28	Conduct a reflection of the learning that has been implemented	0 (0)	4 (44,44)	5 (55,56)	0 (0)	9 (100)
29	Utilize the result of reflection for improvement and development	0 (0)	4 (44,44)	5 (55,56)	0 (0)	9 (100)
30	Conduct class action research to improve the quality of learning and teaching	0 (0)	2 (22,22)	5 (55,56)	2 (22,22)	9 (100)

Table 3. *The data from classroom observation*

Aspect Observed	Yes (%)	No (%)	Total (%)
I. INTRODUCTION ACTIVITIES			

A. Apperception				
1.	Linking learning materials with learners' experience or previous material	11 (78,57)	3 (21,43)	14 (100)
2.	Asking challenging questions	10 (71,43)	4 (28,57)	14 (100)
3.	Delivering the benefits of learning materials	0 (0)	14 (100)	14 (100)
4.	Linking the material with everyday life	12 (85,71)	2 (14,29)	14 (100)
5.	Providing motivation associated with the material being studied	3 (21,43)	11 (78,57)	14 (100)
6.	Presenting the lesson objectives	6 (42,86)	8 (57,14)	14 (100)
7.	Delivering learning activities plan	6 (42,86)	8 (57,14)	14 (100)
II. MAIN ACTIVITIES				
A. Mastering Learning Materials				
1.	The ability in relating the material to the learning objectives	11 (78,57)	3 (21,43)	14 (100)
2.	The ability to link the material with relevant knowledge, science and technology development, and real life	12 (85,71)	2 (14,29)	14 (100)
3.	Presenting the material in a systematic (from easy to difficult, from concrete to abstract)	11 (78,57)	3 (21,43)	14 (100)
B. The application of Model/Learning Methods				
1.	Implementing learning process in accordance with the competence to be achieved	11 (78,57)	3 (21,43)	14 (100)
2.	Facilitating the students to carry out exploration activities, elaboration and confirmation	13 (92,86)	1 (7,14)	14 (100)
3.	Implementing a systematic learning	9 (64,29)	5 (35,71)	14 (100)
4.	The suitability of material with models/methods	11 (78,57)	3 (21,43)	14 (100)
5.	Make the assessment of learning process	4 (28,57)	10 (71,43)	14 (100)
6.	Implementing contextual learning	6 (42,86)	8 (57,14)	14 (100)
7.	Implementing learning that allows the growth of a positive character (nurturing effect)	11 (78,57)	3 (21,43)	14 (100)
8.	Implement learning based on the planned time allocation	3 (21,43)	11 (78,57)	14 (100)
C. Utilization of Sources/Media in Learning				
1.	Showing skills in selecting resources in learning	8 (57,14)	6 (42,86)	14 (100)
2.	Showing skills in using the appropriate instructional media	4 (28,57)	10 (71,43)	14 (100)
3.	Generate an interesting message	6 (42,86)	8 (57,14)	14 (100)
4.	Involving learners in the use of instructional media	6 (42,86)	8 (57,14)	14 (100)
D. The Involvement of Students in Learning				
1.	Create an active participation of learners	14 (100)	0 (0)	14 (100)
2.	Responding students' participation positively	14 (100)	0 (0)	14 (100)
3.	Showing an open attitude towards the students' responses	14 (100)	0 (0)	14 (100)
4.	Creating interpersonal relationships conductively	14 (100)	0 (0)	14 (100)
5.	Creating cheerfulness and enthusiasm of students to learn	14 (100)	0 (0)	14 (100)
E. The use of Language				

1.	Using a spoken language clearly and fluently	11 (78,57)	3 (21,43)	14 (100)
2.	Using good and right written language	10 (71,43)	4 (28,57)	14 (100)
3.	Using the right language	9 (64,29)	5 (35,71)	14 (100)
III. CLOSING ACTIVITY				
A. Closing Learning Process				
1.	Reflect or make conclusion with learners	8 (57,14)	6 (42,86)	14 (100)
2.	Provide oral or written tests	12 (85,71)	2 (14,29)	14 (100)
3.	Collect the work as a portfolio	3 (21,43)	11 (78,57)	14 (100)
4.	Carry out a feedback by giving following activities and tasks enrichment	5 (35,71)	9 (64,29)	14 (100)

Mastering learners' characteristics

The first pedagogical competence that must be mastered by the teacher is to understand the characteristics of learners. Teachers must understand the personality development principles of students in order to actualize the potential of the students (Evanita, 2013, p. 34). Teachers with Non-English Educational background have done mastering learners' characteristics by understanding the characteristics of learners relating to the physical aspects, intellectual, socio-emotional, moral, spiritual, and sociocultural background, identifying potential learners and identifying the learning difficulties of students. But, sometimes teachers with Non-English Educational background identify initial stock-teaching students in the subjects of teaching. It can be seen in the results of research.

Understanding the characteristics of learners is important because it relates to development of learners which includes aspects of physical, moral, spiritual, social, cultural, emotional, and intellectual based on the Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007). Teachers with Non-English Educational background mastering learner's characteristics by personal approach gave more chance to the students who are less in the learning process, made a test or pre-test, and also gave more attention. This can be related to the theory of Mulyasa in Mahfudhoh (2011, p. 17) that in understanding the students, teachers need to

give special attention to individual students' differences, among others.

In another case, some teachers said that a teacher have to know the name of student one by one, always be in the class room when the subject is scheduled, made a face to face communication, made a cooperation with counseling teachers, and saw the needs of students. It is very useful because identification of needs is aimed to engage and motivate learners in learning activities as part of life and they feel it (Mahfudhoh, 2011, p. 20).

But, the result of classroom observation showed that English Teacher with Non-English Educational background have not done some aspects in delivering the benefits of learning materials, providing motivation associated with the material being studied, presenting the lesson objectives, and delivering learning activities plan. So, it was not proved that the teachers mastered learners' characteristics from the physical aspect, moral, spiritual, social, cultural, emotional, and intellectual because a teacher who has not known the characteristic of learners, the teacher could not do the aspects mentioned above.

Mastering the theory of learning and the principles of educated learning

This aspect talks about understanding various theory of learning and the principles of educated learning. English teachers with non-English Educational background often understand this indicator well. It is very important because Brown (2001, p. 430) says

that teachers should understand and use a wide variety of techniques.

The interview showed English teachers with non-English Educational background use more lectures at most. But, there are other methods like discussion, so it stimulates interaction, cooperation, and teamwork in the classroom (Brown, 2001, p. 430). This indicator was strengthened by the result of classroom observation that English Teachers with Non-English Educational background have done some aspects in mastering learning materials and the application of model/learning methods.

Brown (2001, p. 14) also adds that method is described as an overall plan for systematic presentation of language based upon a selected approach, teachers here have developed the methods as well they use talking stick, ask students to bring dictionary in every single English lesson, giving reward, and make own method.

Developing the curriculum associated with the lessons

The result showed that English teachers with non-English Educational background sometimes understand the principles curriculum development. The teachers also develop indicators and instruments assessment just a little. So, it can be interpreted that teachers do not understand to the curriculum is. Mahfudhoh (2011, p. 19) says that curriculum is a set of plans and arrangements regarding purpose, content, and learning materials, as well as the means used as guidelines for the implementation of learning to achieve educational goals.

On the other hands, English teachers with non-English Educational background can determine learning objectives of teaching, select learning materials associated with the experience of teaching learning and learning objectives, and reform learning materials correctly in accordance with the approach selected and characteristics of learners.

So, the teachers at least know about the material, objectives, and characteristics of learners to improve English language teaching. It shows from the teachers who take a look from the internet, make a module, and

give some exercises. But, the teachers said that the development of curriculum and material are taken from syllabus and textbook. It proves that in developing the curriculum and material, teachers should take a look again to the Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007).

Conducting educated learning

This indicator explains about lesson plans and the place of learning as the Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007) states. English teachers with non-English Educational background often use another source of learning to push the learners in having an achievement and understand lesson plans principles.

But, sometimes English teachers with non-English Educational background develop lesson plans components, arrange a complete lesson plans, do educated learning in the class, laboratory, or field, do educated learning in the laboratory based on the standard of safety, and doing educated learning in the field based on the standard of safety.

That is not enough if the teachers just do these points in sometimes. It proves that although always make lesson plans for a year or a semester, the teachers not pay attention about selecting information to teach in a lessons, teachers need to think about what level the students are at and how well the lesson fits into what they already know and what they need to know as stated by Maxom (2009, p. 49).

Utilizing information and communication technology for learning

This indicator describes that teachers should use information and communication technology (ICT) in teaching activities. Unfortunately, English teachers with non-English Educational background not often use the information and communication technology (ICT) for learning. Suryana (2013, p. 24) concludes that ICT-based learning teaching on the curriculum is required and

needed to be applied in the teaching-learning process.

In fact, based on the result of classroom observation, English Teachers with Non-English Educational background have not used sources/media in learning. Those are the aspects that can be related to the information and communication technology for learning. The teachers just use blackboards and textbooks. So, there are just a few teachers who use the projector, speakers, tape recorder, a laptop, and a language laboratory. The teachers is required to know more about this point because adapts textbook material adding by other audio, visual, and mechanical aids creatively is very useful as Brown states in 2001 (p. 430).

Facilitating learners' potential to actualize their potential

Based on the Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007), teachers should provide a variety of activities learning to encourage learners in getting achievement optimally and provide a variety of learning activities to actualize learners' creativity potential.

English teachers with non-English Educational background here have been provided a variety of activities learning to encourage learners getting achievement optimally and actualize learners' creativity potential by allowing students in some English competitions, invited to an English dialogue, become peer tutoring, invited in singing in English, and asked to use the English language in sending short message service. It proves that teachers must be able to act as a facilitator, motivator, and mentors who give more opportunities to students to seek, cultivate own information, and also follow some competition (Hamzah in Mahfudhoh (2011, p. 25)).

Communicating effectively, empathic, and polite with learners

One of the points of pedagogical competence is communicating effectively, empathic, and polite with learners. It means

that a teacher should understand every strategy of communication and being effective, empathic, and polite (The Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007)).

English teachers with non-English Educational background think that Effective communication in teaching is using Indonesian-English mixed because students would not understand if the teachers use English full. It was proved in the classroom observation that teachers did not use the right language that was English. But, based on the theory of Maxom (2009, p. 9), even though students inevitably speak in their mother tongue from time to time, teacher can respond in simple English, with gestures or pictures.

Conducting the assessment, the process evaluation, and the learning outcomes

The Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007) states this indicator is about conducting the assessment, the process evaluation, and the learning outcomes. English teachers with non-English Educational background here always use pre-test, daily tests, midterm test, final test, processes, project, exercises, homework, liveliness, remedial, personality, attitudes, practices, and attendance. In fact, based on the result of classroom observation, there are just a few teachers who have made the assessment of learning process.

Those are suitable as Harmer (2001, p. 321) states that there are placement tests, diagnostic tests, and progress or achievement test. The teachers have done placement tests by pre-test. Teachers have done diagnostic tests by daily tests exercises, homework, liveliness, practices, and remedial. The last, teacher used midterm test and final test for deciding students' progress and students' achievement.

Utilizing the results of assessment and evaluation for learning

English teachers with non-English Educational background often use

assessment information and evaluation to determine learning mastery and communicate the results of the assessment and evaluation to stakeholders. The teachers use the results of assessment and evaluation for giving more attention to students who have less ability in English, giving, remedial, tasks, stabilization, speed and exercise to whom the scores are less than minimum criteria. The results of assessment also used for filling the contents of students' report book. This also related to Harmer (2001, p. 321) that there are placement tests, diagnostic tests, and progress or achievement test. Those are useful for the teachers because this indicator is about utilizing the results of assessment and evaluation for learning.

Doing a reflective action to improve the quality of learning

In the Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007), this indicator mentions that a teacher should conduct a reflection of the learning that has been implemented, utilize the result of reflection for improvement and development, and conduct Class Action Research to improve the quality of learning and teaching.

The result of research showed that English teachers with non-English Educational background do not pay more attention to this indicator. Based on the result of classroom observation there are just a few teachers who have done a reflective action to improve the quality of learning. Whereas, Fatlin (2010, p. 3) states reflection activity is a very important activity to be implemented because it will control the actions of the teacher, the teacher can see what still needs to be repaired, improved or maintained. Here, the teachers just do the reflective action by making conclusions, asking the materials described, and asking whether the students have understood or not. At least, the teachers have given optimal feedback to students as Brown (2001, p. 430) states.

Teacher's problems

English teachers with non-English Educational background have some problems

of pronunciation, communication, facilities, children are afraid of English, vocabulary, and innovative learning method. But, the main problems are pronunciations because they were confused in saying something in English. It proved in the result of observation that the teachers said glass /gles/, it must be /gla:s/; expression /ekspreʃn/, it must be /ik'spreʃn/; laugh /lagh/, it must be /la:f/, triangle /traingle/, it must be /'traiaengl/, and etcetera. Maxom (2009, p. 24) states that teachers are likely to feel embarrassed for pronouncing the words and discouraged by grammar rules and differences from teachers' mother tongue. So, the teachers should push themselves to be good in English.

Teacher's solutions

English teachers with non-English Educational background also have some solutions to face the problems like coming to MGMP, joint a training, learning before teaching, joint PLPG, and seminars. Those are very useful because Brown (2001, p. 430) explains that keep up with the field through regular reading and conference/workshop attendance are not the useless things. The teachers also made discussions with other teachers. As Brown (2001, p. 430) states that teachers have to seek opportunities to share thoughts, ideas, and techniques with colleagues.

The teachers often open the dictionary, chatting with native speaker, got some courses, watched some movies, and gave motivation to students. Harmer (2001, p. 51) states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

CONCLUSION

English Teachers with Non-English Educational Background have not done all ten indicators of pedagogical competence: (1) mastering learners' characteristics from the physical aspect, moral, spiritual, social, cultural, emotional, and intellectual; (2) mastering the theory of learning and the principles of educated learning; (3) developing the curriculum associated with the lessons; (4) conducting educated learning; (5) utilizing information and

communication technology for learning; (6) facilitating learners' potential to actualize their potential; (7) communicating effectively, empathic, and polite with learners; (8) conducting the assessment, the process evaluation, and the learning outcomes; (9) utilizing the results of assessment and evaluation; and (10) doing a reflective action to improve the quality of learning. English Teachers with Non-English Educational Background only have done the indicator number (1), (2), (3), (6), (7), (8), and (9). Then, the teachers indicated as teachers are not maximal in the indicator number (4), (5), and (10).

English teachers with non-English Educational background have some problems of pronunciation, communication, facilities, students' reluctance to English, vocabulary, and innovative learning method. But, the main problem is pronunciation because they were confused in saying something in English. English teachers with non-English Educational background also have some solutions to face the problems like coming to MGMP, consulting to dictionary, joint a training, chatting with native speaker, got some courses, learning before teaching, joint PLPG, seminars, made discussions with other teachers, watching some movies, and gave motivation to students.

English teachers with non-English Educational background said that the placement of them are caused by a lot of classes in the school, feeling to have ability to teach English, and no more chance to teach the lesson based on appropriate background.

Based on the Regulation of Teacher's Academic Qualification Standard and Teacher's Competence (UU RI No.16/2007), professional English Teachers must have English Educational Background with all ten indicators of pedagogical competence. So, government must be aware that linearity of teacher's educational background is very important. Mismatched teachers should be aware that the capacity of them is not accordance with the subject that the teachers taught. So, the teachers should take a study again in Department of English Education and join some training, seminar, and support

teachers' forum. Then, government and headmaster must or should be consistent and professional in recruiting teacher as mandated by the regulation and maximize the teachers' supervision. And for researchers, please be reassessed more this research by conducting advance research. Because there are other three competences that should be mastered by the teachers, there are personal, interpersonal, and social, so the researcher can make those three competences to be the problem of the research.

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