

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Education is an important thing for human life. In a nation, education is the main factor that determines the progress of the nation. The progress of a nation's decline is influenced by the quality of its education. Quality education will create reliable and capable human resources. In its development now knowledge and technology have penetrated all life. Therefore, it is necessary to have the ability to obtain, manage and utilize science and technology appropriately.

Education is one way to get the goals of this state that is the intellectual life of the nation. Education is guidance or leadership consciously by the educator towards the physical and spiritual development of the educated person towards the formation main personality. And education is not only done in formal education, but also can be done in non-formal or informal education.

Teachers as an educator are people who are very influential in teaching- learning process. Teacher's roles and responsibilities in education are very heavy and hard. Therefore, teachers should really bring their students to the learning objectives to be achieved. Teacher must be able to influence their student.

Being a teacher is not easy as the people think, because the teachers play an important role in what they do, and how they do in developing their own professional knowledge and practice. They become the models for their students. Thus, the teacher's attitude and behavior would most likely be imitated by their students in the class. That's way; the teacher should really bring their students to the objectives to be achieved because all students depend on them.

People believe that teachers actually have in- depth knowledge and in a particular field of science. However, the knowledge is not enough to make them able to teach well. They also need to have teaching skills or pedagogical competence. Moreover, Indonesian Government Regulation No. 74, 2008 on Teacher defines that teachers' pedagogical competence is the ability of teachers in learning management of the learners.

Pedagogic competence is the ability of the teacher to manage learning who must have good understanding of students. Then one the teacher must also have the ability to develop the curriculum or syllabus and lesson plan. And also a teacher must have deep abilities utilizing technology and evaluating learning. Therefore, this study aims to analyze teacher's pedagogic competence in teaching English for young learners.

As the researcher's experience in Teaching Learning Practice (PPL), the researcher has observation in SMP Mardi Lestari Medan about Teaching English for young learner's lesson to one of the English teacher at the school. The researcher found some troubles that are being faced by English teacher in giving English material in the class. The main problem are: the teacher cannot manage the teaching-learning process includes the understanding of learners, cannot mastery the material, cannot to develop the learners to actualize their competence. The English teacher focused only on the book instruction most of the time without try to develop and giving clear explanations regarding to the materials being taught. Such condition was simultaneously done by the English teacher. Consequently, the case made the learners feel bored to study English as the result of lacking the creativity during the class.

Therefore, The English teacher did not explain the English materials being taught in the class so that the learners cannot understand the materials well. As a result, it has two possibilities why the English teacher did not explain the materials to the learners until the teacher just gives

them assignments to do. First, the English teacher perhaps understands the materials but does not know how to deliver it. Second, the teacher really does not know the materials moreover to explain it.

According to Richard (2001: 209) the number one ability that the teacher must master is classroom techniques that consist of how the teachers manage classroom and use instructional media.

According to Subroto (1983), factors attached to teachers affecting the teaching and learning programs are personality, material mastery, classroom management, ways of teacher talk, ways of creating classroom situation, concerns for individual principles, openness, collaboration, responsiveness to innovation, willingness and ability to carry out learning experiments. This is a theory that researchers used in this study. Researchers chose this theory because this theory is very suitable for research. Based on the problem above the researcher wants to obtain the valid data by conducting a research about English teachers' competence. Finally, the researcher interested in conducting a research entitled; "An Analysis of English Teachers' Pedagogic Competence in Teaching Young Learners at the Second Grade of SMP Mardi Lestari Medan.

1.2 The Problem of the Study

Based on the background above, the problem can be formulated follows:

1. How the Pedagogic Competence Implemented in Teaching English to Young Learners of the second grade students at SMP Mardi Lestari Medan?
2. How are the students perception on the English teacher's pedagogic competence at SMP Mardi Lestari Medan?

1.3 The Objective of the Study

The research aims to analyze the teacher pedagogic competence in teaching English with the following research objectives:

1. To know the implementation of pedagogic competence by the teacher in teaching English to young learners at SMP Mardi Lestari Medan.
2. To analyze the students perception on the teacher's pedagogic competence at SMP Mardi Lestari Medan.

1.4 The Scope of the Study

English teachers have to master at least four competences in teaching namely: pedagogic competence, personal competence, social competence and professional competence. In this research, the researcher focuses on the teacher toward the pedagogic competence in teaching English. The teacher's pedagogic competence talks about the English teacher competence in: understanding the learners, mastery the learning theories and the educated principles of learning, developing the learners' potential, communicating with the learners, and implementing assessment with all techniques and kinds. In this research, the researcher also focuses on students' perspectives on English teachers' pedagogic competence. Perception is the awareness of something through the senses. In other words it's the ability to see, hear, understand or become aware of something. Perception is important due to the following reasons: It's a physiological process through which everything in this world is interpreted and understood. It's the way people perceive things that defines their character and attitude. Kindness, hate, love and all other emotions originate from one's perceptions about something..

1.5 The Significances of the Study

In this research, the researcher is expected to give significant contribution in key terms of theoretical and practical as follows:

1. Theoretical Significances

- a. The result of research can be a new perspective to develop the teacher's pedagogic competence in teaching English.
- b. The result of research can become a new model to implementation pedagogic competence.

2. Practical Significances

- a. The students are able to achieve mastery learn optimally so as to achieve a proud achievement.
- b. The teachers understand the phenomenon systematically education, provide clues about which should be implemented in educating and as an opportunity to make corrections to themselves in implementing the learning in the classroom.
- c. The result of research can be reference for the future researchers who are interested in doing research in the same topic.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this study, discusses about the teacher's professionalism. These teacher's competencies are summarized in four competencies, namely professional competency, pedagogical competence, personal competencies, and social competence. But, this study focused on teacher's pedagogic in teaching English for young learners (TEYL), young learners and their general

characteristics, classroom management and teacher. Which are considered to be a valid basis and expected to strengthen the research finding and data analysis.

2.2 Competence

There are four competencies that must be possessed by teacher, namely: *Pedagogy competence, Professional competence, Personality competence, and Social competence.* Competence can be defined as knowledge, skills, and abilities that are controlled by someone who has been a part of himself so that he can perform cognitive, effective and psychomotor behaviors as well as possible.

According to the Oxford Dictionary (2010: 293), competence is the ability or skill that you need in a particular job or for particular task: the syllabus list the knowledge and competence required at this level. It means that you have the ability to do something well. You are capable of performing a task or job effectively.

According to Brown (2007:30) “Competence refers to one’s underlying knowledge of a system, event, or fact. It is non observable ability to do something, to perform something”. The researcher agree with the statemant made by Brown, because indeed that competence is one’s underlying knowledge of a system.

Meanwhile, according to the decree of Diknas no. 45 / U / 002 competencies are a set of intelligent action and the full responsibilities of a person as a condition to be considered capable by the public in carrying out tasks in certain occupations.

From some definitions above, it can be concluded that competence refers to the ability to implement something that is acquired through education. Competence refers to the performance

of teachers and act rationally to meet certain specifications in carrying and educational tasks. It is said to be rational because competence has direction and purpose, while performance is the behavior of the real person who is observed by others.

According to Gordon, as quoted by E. Mulyasa (2007: 38), that there are six aspects or domains contained in the concept of competence, namely as follows:

1. Knowledge, is awareness in cognitive field, for example a teacher knows how to identify learning needs, and how to perform the learning of the students according to their needs.
2. Comprehension (understanding) is the depth of cognitive and affective owned by individuals, for example, a teacher who would carry out the study must have a good understanding of the characteristics and circumstances of learners.
3. Ability (skill) is something that is owned by an individual to perform a task or job assigned to him, such as the ability of teachers to choose and create simple props to provide ease of learning to learners.
4. Values, is a standard of behavior that has been believed and psychologically been fused in a person, for example, the standard behavior of teachers in learning (honesty, openness, democratic, and others).
5. Attitude is feeling (happy, unhappy, likes, dislikes) or a reaction to a stimulus that comes from outside, a reaction to the economic crisis, the feeling of the salary increase, and others.
6. Interest, is the tendency of a person to perform an act, such as interests to do something or to learn something.

From the six aspect contained in the concept of the competence above, if it explored deeply include four of competences that essential for a teacher namely pedagogical competence,

personal competence, social competence, and professional competence. These four types of these competencies should be controlled fully by teachers.

2.2.1 Pedagogic Competence

This competency is needed to read the characteristic of students, through this competency, teacher easily understand the needs, the backgrounds and interests of individual students. These must be taken a consideration if we want to create the quality of teaching learning. Teacher must know how to deal with student characteristic along with assessment on why the students behave inappropriately. Pedagogy is also the discipline that deals with the theory and practice of teaching. In pedagogy, the teachers inform teaching strategies, methods and teacher actions toward the theories of learning. According to the Oxford dictionary (2010: 1081), pedagogic is the art, science, profession of teaching, or study of teaching method.

Corresponding to the *Rule of Government* NO. 19 Year 2005 about the National Education Standard section 28, subsection 3 explained the definition of the pedagogic and professional competence. The pedagogic competence is ability to manage the teaching learning process includes the understanding of learners, lesson design of learning, evaluation of learning outcomes, and the development of learners to actualize their competence.

As the definition above, the definition of pedagogic competence in this research can be defined that “ the pedagogic competence of an English teacher consists of : understanding to learners, mastery the learners theories and adduced principles of learning, developing the curriculum, developing the learners potential, communicating to learners, and implementing assessment with all techniques and kinds. All aspects will be analyzed whether the English teacher do them all or not.

2.2.2 Professional Competence

In general context professional is related to a profession or any person who deal with their job or profession. Professional also describes the standards of education and training that prepare the teacher to really understand their professionalism as the particular knowledge and skills necessary to perform their specific role within that profession. The professional works along with determination to make the educational goal is reached. This second competency is strongly encouraged to be possessed by all teachers.

2.2.3 Personality Competence

Good personality will take the student to the right way. Basically, the personality can be defined as the way to interact with the circumstance and other individuals. It means the teachers must be good interactive person in their work field. They know how to behave with their partners and students will be then exemplified by students. Through personality, the teacher can be good example for students and know how to deal with such different circumstance.

2.2.4 Social Competence

The last competency is social. This competency builds a capacity how to deal with social things, teachers must be sensitive to the problem around. Teacher cannot work alone; they need other individuals around the school in order to control students' activity at school. Teachers must work with society to encourage the students to study and to learn new things in society. Here, the teacher must have good access to the society. It is possible to hold a meeting with students' parent to discuss the development of students and find the ways to enhance the school capacity toward society development. Social competence also reflects the capacity of teacher to take another's perspective or idea concerning a situation.

Those competencies are strongly needed to produce quality teacher in teaching field. It is absolutely required a full-heart acceptance of change. The best teachers are not created to be a passive personality but they have to become energetic persons to facilitate, motivate, and educate their students to be true agents of change.

2.3 Teacher

In the Great Dictionary of Indonesian, teacher is a person whose job is teaching, especially in school or university. In Act number 14 of 2005 article 1, paragraph 1 states Teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education, formal education, primary education and secondary education.

The role of the teacher is very important in the teaching and learning process, also in advancing the world of education. The quality of students or children, students and the world of education are very dependent on the quality of the teacher. Therefore, teachers must have competencies that are in accordance with national education standards in order to carry out their duties and roles with good competency standards.

2.4 The Nature of Teaching

There are so many nature of teaching, included:

1. The main character of teaching is to provide guidance and training.
2. Teaching is interaction between teacher and students.
3. Teaching is an art to give knowledge to students with effective way.
4. Teaching is science to educate fact and causes of different topics of different subjects.
5. Teaching is continues process.
6. Teacher can teach effectively, if He/ She has full confidence on the subject.

7. Teaching encourages students to learn more and more.
8. Teaching is formal as well as informal.
9. Teaching is communication of information to students. In teaching, teacher imparts information in interesting way so that students can easily understand the information.
10. Teaching is tool to help students to adjust him/her in society and its environment.

According to Brown (2007: 7) state that “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning”. It means that teaching is not easy way in delivering without any appropriate facilitation. That’s way the role of teacher is very important in educating the nation’s children. Because the teacher is the main foundation for the children to realize the ideals of nation.

2.5 Teaching English for Young Learners

Teaching English for young learners is different to adults. Young learners learn English with fun way. Because of have to learn English in young age, young learners are easily to get bored and feel difficult if the material is too hard. That is why we as teachers have to make the classroom condition more alive and fun to achieve the goal. The English teachers are not only able to teach well, but also know the things which are related to teach English for young learners. There are three parts that the researcher would explain which is, the importance of learning English, classification of young learners, and how to teach English for young learners.

Before we are going to how to teach English for young learners, maybe you feel curious why they have to learn English in young age. There are three important reasons why they have to learn English, which are, English as international language, prepare them to be bilingual people,

and open up their opportunities to be employable. The most important one is English is international

Language. English is use to communicate with other people from other countries. So, they do not have to learn every language of all the countries have. English is common language that foreigner speak.

Young learners are usually considered to be children between six to ten or eleven years of age. Since there are marked differences in the abilities of children aged five and ten, Scott and Ytreberg (1990: 1) suggest dividing young learners into two groups. The first suggested group is from five to seven, and the second group is from eight to ten or eleven. The practical part of this bachelor thesis would focus on the first group of young learners.

2.6 General Characteristics of Young Learners

Harmer (2007: 82) claims that young learners have different characteristics and they learn differently from adolescents, adults and even from older children. Generally, young learners have very limited attention and concentration spans, and therefore, “they can easily get bored” and lose interest. These children are sensitive and dislike criticism. They look for guidance and support, and for this reason, they require individual attention and approval from their teachers. They tend to respond well to praising, and it is very important to praise them for what they do. It is common sense that if children are praised, they are motivated and feel successful.

Accoding to Ytreberg (1990: 2), state that there are several basic characteristic of young learners, namely:

1. Children sometimes have problems to distinguish the real world from the imaginary world. It can be difficult for teachers to cope with it and to understand their perception of reality.

2. When working or playing they like to be accompanied with others. Most of them do not like to work alone.
3. They use language skills long before they are aware of them.
4. They love to play and the learning itself can be effective only in case they are enjoying themselves.
5. They learn by mimics, using gestures and body movements. The physical world is very important and dominant at all times.
6. They have a very short attention and concentration span.
7. They do not always understand the world of adults. The teacher needs to use the instructions in an appropriate way and use the language and phrases so that the children can easily get the message.

2.7 Teacher and Classroom Management

Successful teaching often depends on the ability of the teacher to manage the classroom. Frequent occurrence of disciplinary problems in the classroom can have a considerable affect on the effectiveness of teaching and learning. Teachers are responsible for managing and monitoring student learning. Therefore, losing control of the classroom can be one of the most frustrating experiences for them. This following section would discuss about the teacher's role and classroom management.

2.7.1 Teacher's Managemet

Teachers have an important role in classroom management. This is because of they are responsible for creating well-organized classes in which students can succeed. However, effective classroom environment does not appear out of nowhere. In this case, the teacher must invest a lot of time and effort in creating it.

Most of us can remember the teacher who inspired us and who was fundamental to our learning and development. Most of us also recall experiences with less effective teachers. So it is not surprising that research consistently shows that quality teachers are the most significant influence on student performance. With an excellent teacher, a student can achieve in half a year what would take a full year with a less effective teacher. And the impact is cumulative: over three years, students with effective teachers for several years in a row outperform students with poor teachers by as much as 50 percentage points.

That is why improving the quality of teachers and teaching should be central to education policy. Evaluating the work of teachers and developing their teaching skills is a key part of improving the quality of teaching.

2.7.2 Classroom Management

According to Richards (1990: 10), classroom management refers to the ways in which student behaviour, movement and interaction during a lesson are organized and controlled by the teacher. Classroom management is connected to a process of organizing and conducting a class that includes time management, students' involvement, student engagement, and classroom communication. Besides that, classroom management is also defined as the process of creating a democratic community and managing a successful class (Lemlech, 1999: 14).

Scrivener (2005: 79) argues that, teachers are required to have "certain organizational skills and techniques" in managing multitude of tasks and situations that can occur at any time in the classroom. Teachers are also presented as leaders who influence their students, and who need "self-confidence, self-respect, status, and a controlled professional life and classroom environment" (Lemlech, 1999: 14). Scrivener makes a very valid point when he says that *"teachers have to be able to look at and read classroom events as they occur and think of*

possible options". After finding these options, there is the time to make suitable decisions and "turn them into effective and efficient actions" (Scrivener, 2005: 80).

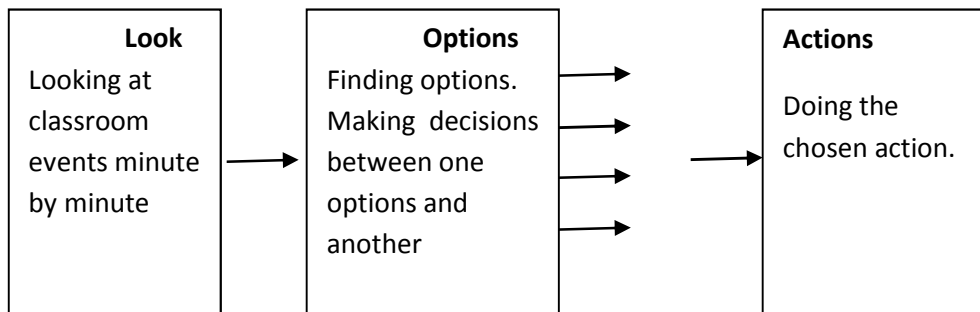


Figure 1. Basic skills of classroom management. This figure illustrates the basic skills of classroom management (Scrivener, 2005: 80).

The development of a quality relationship between teachers and their students, good communication, and keeping children on task are the key components that affect success in classroom management. If teachers are able to run the classroom in an effective way, it helps children to be successful in their learning (Evertson, 2007: 3).

From the definition above, it can be conclude that classroom management is an essential part of the teaching and learning process. It refers to the methods, strategies and skills teachers use to maintain a classroom environment that results in a student's learning success.

2.8 General Concept of the Media

Media is one of the teaching components which should be involved in teaching learning process. It is strongly suggested that the teacher makes teaching medium to help the delivering material in the classroom. By using media during the teaching learning process, hopefully the teacher will be able to motivate the students to learn and understand to the material presents. Media would help to make the condition for the learners to identify or describe someone or something. There are some experts giving their opinions dealing with media. Harmer (2001:134)

states that media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, orals the basis of a whole activity.

The researcher also added the definition of media as stated by Depdiknas (2004: 13), Using a variety of the media can overcome students' boredom. So, the students will learn enthusiastically, they will enjoy the teaching learning activities and they can understand the lesson easily. In addition, according to Murcia (2001: 461), "*media can serve as an important motivator in the language teaching processes.*"

From the definition above, it can be concluded that the use of media is significant as it would help the students in understanding and learning the lesson. For instance, if teachers want to explain about animal, media like dolls, pictures, and soon might help the students in visualizing the shape of those animals easily. In addition, media have a purpose that is to capture and sustain the students' interest and attention and they can give more impression conveying and explaining information, messages, ideas, etc. However, it will enrich the foreign language teaching if the teacher notices basic things as follow: media should be inexpensive, media should be appropriate with the instructional, media should be appropriate with the material will be taught, media should be appropriate with the learners' characteristics, and media should interest the students' attention.

2.8.1 Types of Instructional Media

Harmer (2007: 176-178) states that there are several types of instructional media that can be used by teachers. Those instructional Medias complete one another which mean one media can change and replace other media if a particular media cannot cover the topic in one circumstance, even when the learning process is not supported by any media. Harmer (2007, 176) provides the pyramid that shows when certain media is used. The learning process can use

people or the real life (realia) as the media to support the activities if there is no media at all in the classroom. Then also, the learning activity can still run if the other Medias are available, such as blackboard, paper, pens, whiteboards, books, even though the technology does not exist in the classroom. Meanwhile, the activities in the classroom can be more various if the technology exists, such as cassette recorder, OHPs, language laboratories, videos, computers, and power point. Below are the explanations of those instructional Medias.

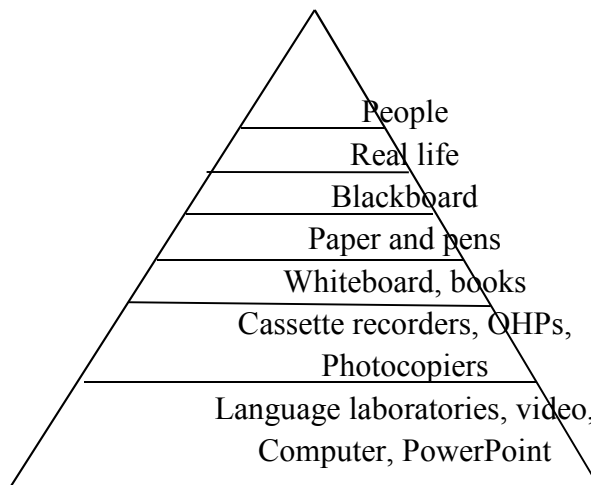


Figure 2. Instructional Media Pyramid Taken from Harmer (2007, 176)

There are several types of instructional media that can be used by teachers which are given by Harmer (2007: 176-178). Those are:

1. The students themselves

The students themselves are the most useful resources in the classroom (Harmer, 2007: 176). By using the students themselves, teacher can do many things in the classroom. The students themselves can be used as the media when the teacher wants to get the real information based on the students' experience. It is because according to Harmer (2007, 176) the material in

the learning process can be drawn clearly since the students themselves bring their thoughts and experiences from the outside world into the classroom.

For example, the moment when the teacher teaches preferences, they can use the students to talk the things they like based on their experiences. Students also can be used for the media when the teacher wants to explain and practice meaning (Harmer, 2007: 176). For example, the moment when the teacher wants to explain the part of body, they can use the student's body to explain the vocabularies.

2. Realia

Realia is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson and understanding concept of the material. The real object or it is usually called as realia can be used as the media when the teacher wants to introduce the material or stimulate the students about the material that they will learn. It is also according to Harmer (2007, 177) that the real object or realia can help the teaching process because it stimulates students the activity they will learn.

For example the topic of learning is color, so the teacher can bring many things with different colors in the bag as the real objects, and then the students pick the object from the bag and mention the color. But, there is one thing that the teacher needs to pay attention when they use realia in which the teacher must notice well the limitation of the objects. According to Harmer (2007, 177) also "the only limitation on the things which the teacher bring to class are the size and the quantity of the objects themselves and the students' tolerance". It means the realia used in the class should be proper with the situation of the class.

3. Pictures

Pictures or graphic materials refer to non-photographic and two dimensional materials which is utilized by the teachers to convey messages to the students. The teacher often uses the picture to facilitate the learning (Harmer, 2007: 178). Since there are many kinds of pictures, Harmer (2007: 178) states that the teacher needs to choose the kinds of pictures correctly based on the purpose. The teacher can use the picture in the form of flashcards which is smallish cards if the teacher wants to hold for their students to see. The teacher also can use large wall pictures if they want everyone to see because that kind of picture is big enough. Then, the teacher can also use cue cards which are small cards if they want the students to use the picture in pair-or group work. Photographs or illustrations are also sometimes used when the teacher wants the students to do the task individually because these kinds of pictures are usually from the textbook that all students have. Meanwhile, the teacher have more options if the technology is available to be used in the classroom because they can provide the pictures through the projected slides, images from an overhead projector, or projected computer images. Even, the teacher can still provide the pictures even though it is only the board in the classroom as long as they can draw well on that board. Pictures are utilized for several purposes.

Harmer (2007: 179) explained that pictures can be used for multiple ways. The first is drilling in which the teacher hold the flashcards or use the large wall pictures and the students change the sentence based on the cards. The second is communication in which the teacher uses the picture to produce a variety of communication activities, such as the games. The third understands which uses the picture to present and check meaning. The fourth is ornamentation which uses the picture to give the extra visual dimension that sometimes can give power for students to be engaged. The fifth is predicting in which the pictures function to make the students engage in the task to follow because the students can predict from the picture provided by the teacher. The last is discussing in which the pictures function as the topic of the discussion.

4. Coursebook

Coursebook is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher. According to Aini (2013: 93) “book is utilized by the teachers to give exercises to the students about the lesson and to be used as source of the material”. So, book is used by the teacher to make the students engage with the content they will study (Harmer, 2007: 182).

5. Boards

Boards, refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Harmer (2007: 176) describes that teachers can use boards for many purposes. The first is as the notepad in which the teacher writes something during the lesson that is important for the students to remember and understand, such as the unfamiliar topic, phrases, or vocabularies. The second is as the explanation aid which means that the teacher can use the board for the place to explain the topic, such as writing the negative and positive sentence to teach the students how to distinguish both. The third is as the picture frame which means the board also can be used for drawing pictures to help the students understanding the concepts and words. The fourth is as public workbook in which the students come.

6. Overhead Projector (OHP)

Overhead Projector (OHP), by using overhead projectors, the students can see in front of the class the material which is written or drawn in a transparent. The transparent projected by using projectors. The teacher can show whole texts or grammar exercises, pictures, diagrams, or students’ writing. The teacher also can do other thing, such as blank out what we do not want the students to see.

7. Flipcharts

Flipcharts is an instructional media which contains big sheets of paper. It is mostly used to write down some important points in group discussion (Harmer, 2007: 177). Several benefits of flipchart are portable, accessible, and easy to use. Flip charts work best in two particular situations. The first, a teacher, group leader or group scribe stands at the flip chart and records the point that is being made. The participants can then ask for changes to be made.

8. Computer-based presentation technology

Computer-based presentation technology, Harmer (2007: 178) said that this instructional media has two vital components. They are hardware and software. The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material. By using computer-based presentation technology or so called multimedia presentation enable the teacher to convey much larger information to the students.

2.8.2 The Use of Media in Teaching English for Young Learners

English language was very important because it would ease people to update new information around the world globally. Millions of children, especially in Asia, have been learning English. It has made English teachers work hard to teach them. This was because teaching English to children (young learners) was not easy. The teachers should search for and use interesting, effective, and suitable media to teach English in the class.

In teaching English for young learners, teachers are free to use any instructional media in accordance with the learning objectives to be achieved. For example, when teachers could not use any instructional media in teaching English because of the limitations of media, so the teacher can use the media 'students themselves'. As Harmer (2007: 176) stated that students are the most useful resources in the classroom so teacher can do many things with the students as the

media of learning. For instance, in teaching part of body, the teacher can use the student's body if there is no picture available.

The use of interesting, effective, and suitable media was to attract the children's attention in learning English. Suyanto (2008: 22) stated that young learners liked the materials that were visualized. It was more interesting and joyful. Using pictures, flash card, and songs were the examples of interesting, effective, and suitable media to make the children happy in learning English.

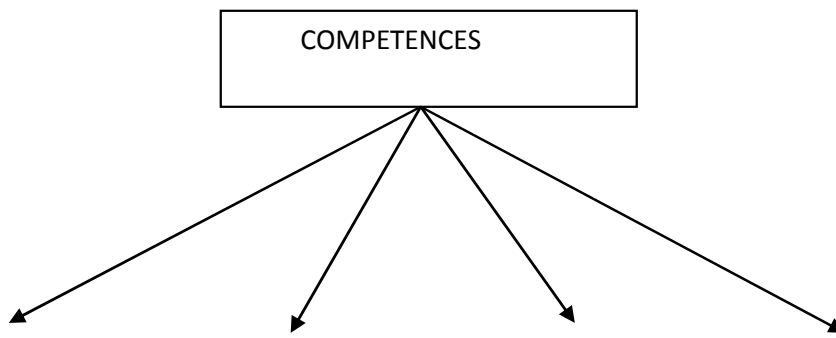
2.9 Previous Research

The researcher takes the review of literature from other graduating paper as principles and the comparison with this research. The first one is taken from Emiliasari (2018) with entitled "An Analysis of Teachers' Pedagogical Competence in Lesson Study of MGMP SMP Majalengka". She discussed about the teachers' pedagogic competence during their participation in lesson study and how she apply the pedagogic competence. The similarity between Emiliasari' research and the writer's research is using the same research design, which is descriptive qualitative. And also using the same instrument of collecting data. The differences of this research are the writer will do this research at Mardi Junior High School however Emiliasari done her research at SMP Majalengka, research setting (sample, place and time) is different. The differences of this research is also the writer will do this reseach with 2 variable that is teachers' pedagogic competence and teaching young learner. However Emeliasari done her research with 2 variable that is teachers' pedagogic competence and lesson study. The result showed the step of lesson study in teachers' pedagogic competence. Contibution of this research as a writer are to know how to analysis the english teacher's pedagogic.

The second one taken from Ada J.H (2016) with entitled “ The Contribution of Teachers’ Pedagogical Competence Toward the Effectiveness of Teaching of English at MTSN Balang- Balang. He discussed about contribution of teachers’ pedagogical competence toward the effectiveness of teaching of English . The similarity between JH Ada’s research and the writer are the instrument of collecting data is same, using same research design. The differences JH Ada has done his research in MTSN Balang- Balang while the writer will do the research at SMP Junior High School. The result showed that the English teachers of MTsN Balang-Balang had gave the contribution toward the effectiveness of teaching of English. In general in teaching English the teacher had showed their competence toward the teaching process.

The contribution of this research as writer are know how the contribution of teachers’ pedagogical competence toward the effectiveness of teaching of English, make questionnare to know the teachers’ pedagogic competence.

2.10 Conceptual Framework



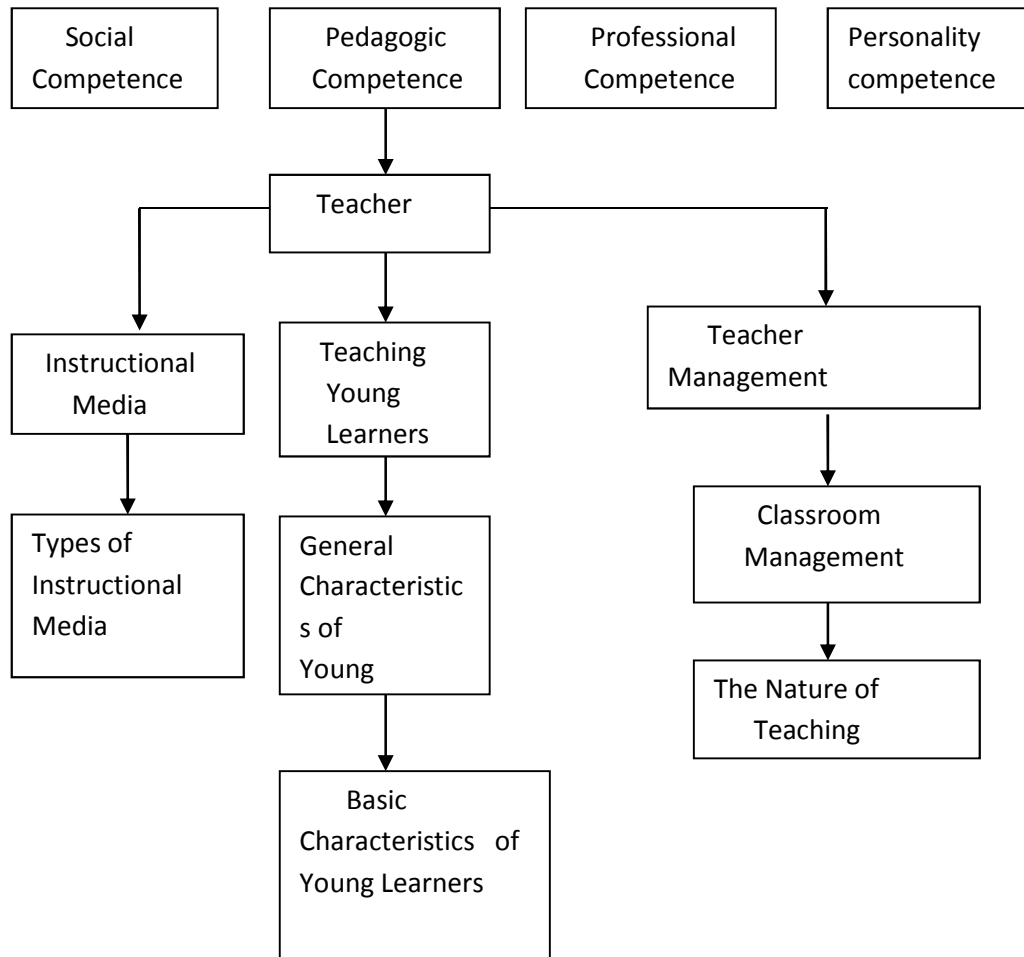


Figure 3. Teacher's pedagogic Competence in Teaching Young Learners (Juni, 2019).

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design used a descriptive qualitative research. According to Best and Kahn (2003: 24) that qualitative descriptive research uses non- quantitative methods to describe what is and systematic procedures to discover non-quantifiable relationships between existing variables.

According to Dawson (2007: 15-16), qualitative research explores attitudes, behavior and experience through such methods as interview or focus groups. The reason takes this method because this method is more suitable for collecting data, and participants could give the available and much deeper data.

3.2 Subject of Study

The subject of the study was an English teacher of the second grade at SMP Mardi Lestari Medan. The researcher chose an English teacher of the second grade at SMP Mardi Lestari Medan because the researcher wants to find directly how is the practice of pedagogic competence of teacher when teaching English in the class so that the researcher can get the real data. There is only two English teacher was observed by researcher.

3.3 Data and Source of Data

The data is the important information in the research which is in the form of phenomenon in the field. Kinds of data in problem one in this research is utterance of English teacher, and kinds of data on the second problem is the form of paper containing the answer from the student. From the data, the researcher known the result of the research. Collecting the data must be relevant with the problem of research. Based on the statement above, the data in this research was obtained from conducting interview with the participants or subject (about how to apply the

pedagogic competence in teaching English). And gave questionnaire to the students as respondents to obtain the data.

In taking data, the researcher needs sources to get the available data. Source of data is the subject of the research from where the data can be obtained. Source of data are the important thing in conducting research. Thus, data source is the substance where the researcher got information that is required. The source of the data are teacher and respondents.

3.4 The Instrument of Collecting the Data

Instrument is the general term that researcher was used for a measurement device (survey, test, observation, questionnaire, interview, etc.). It can help the researcher to collect the data. There are some instruments used in the research, they are doing observation, interview, and giving questionnaires to the students.

3.4.1 Observation

Observation is the action or process of observing something or someone carefully or in order to gain information. According to Creswell (2012:212) states that observation is the process of collecting data in a specific school setting. Unquestionably, observations represent a frequently use form of data collection, with the researcher able to assume different roles in the process. It means the researcher came to the location of the research, the researcher was observed teacher's pedagogical competence in teaching English for young learners at SMP Mardi Lestari Medan.

3.4.2 Interview

Another instrument of this research is interview. Interview is an instrument of data collection of most widely used in social research, whether qualitative or quantitative. Because in

the daily life of almost of social relations are conducted by human beings and involves interviews or conversation.

The purpose of interviews in this study to obtain data, information related to teacher's pedagogical competence of English Education at the student of class VIII SMP Mardi Lestari Medan. The researcher used the tape recorder, so the researcher was record all of teacher's answer from the researcher's question. Then, the researcher was record his/her answer, and then transcribes and types the data into a computer file for analysis.

3.4.3 Questionnaire

Questionnaire is one of instrument of collecting data. Questionnaire is a number of written questionnaires that used to got information from the respondent about their self-report or things they known. The question can be thought of as a kind of written interview. They can be carried out face to face, by telephone or computer. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires are completed. This is useful for large populations when interviews would be impractical.

The questionnaire that used in this research is closed questionnaire because the respondents give their opinion toward the question/ statement by choosing the available answer. A questionnaire is said to be a direct questionnaire if the question list is sent directly to the respondent or asks the respondent to tell about his/her condition about something. So the closed direct questionnaire is a statement or question that should be responded itself by choosing the available answer.

Every question or statement in the questionnaire has four answer choices, and consisted of 15 questionnaire. The answer from the respondent written by giving the checklist on the available options. They are always, often, sometimes, and never. Collect the respondents' answer to get a score based on the fixed assessment System.

The fixed assessment system can be seen below:

Alternative Answer	Assessment answer
Always	4
Often	3
Sometimes	2
Never	1

3.5 The Technique of Collecting the Data

Data collections procedures used in this study are:

1. Researcher observed English teacher, while teaching English in the classroom. Then, researcher observed by taking a video or recording video when the teacher teaching English in the class.

2. Researcher gave a questionnaire to students as respondents to obtain the data, this questionnaire contains some statements in measuring the ability of pedagogical competence of teachers.
3. Researcher interviewed English teacher about his/her perceptions of the pedagogical competence of English teacher in their teaching.

3.6 The Technique of Analyzing Data

The data was analyzed by using these steps:

1. After collecting the data, the researcher classified all the data.
2. The researcher analyzed the result of observation when the teacher taught English.
3. The researcher analyzed the students' answer of the questionnaire that the researcher gave to the students.
4. The researcher collected the result of interview data, and analyzing the data after the researcher made the transcript.
5. The researcher made the conclusion.