

ENHANCING EFL PRE-SERVICE TEACHERS' PEDAGOGICAL COMPETENCE THROUGH PPG

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Abstract: The purpose of this research was to unearth *Pendidikan Profesi Guru (PPG)* program at State University of Malang in terms of the detail activities in PPG in enhancing EFL pre-service teachers' pedagogical competence. In order to achieve the objective, this research employed descriptive qualitative research using observations, field notes and documentation as the data collection techniques. The subjects of the research were 24 EFL pre-service teachers of *PPG Pra-Jabatan Bersubsidi* year 2018 at State University of Malang. The findings unearthed that the pre-service teachers' pedagogical competence were shaped during a series of workshops by doing several activities within a week. Having the pre-service teachers deepen their understanding of the instructional material, designing teaching media, writing lesson plans, choosing appropriate teaching and learning strategy and designing the activities, and developing the test to assess the students' performance are the main activities taught during the workshop. In general, those activities during the workshop were designed and implemented to enhance the subjects' pedagogical competence.

Keywords: EFL, Pre-service teachers, PPG, *Pendidikan Profesi Guru*, teacher professional education

INTRODUCTION

The demand for professional teachers for the improvement of Indonesian education has become the main concern in the government's educational goals. This is why since 2013 the government has established *Pendidikan Profesi Guru (PPG)*, a teacher professional education program to train and certify professional teachers. The goal of PPG as stated in the Regulation of the Minister of Education and Culture No. 87 Year 2013 on Pre-service Teacher Professional Education Program is to prepare bachelor graduates from both teaching and non-teaching programs, who have the required qualification as well as passion to become teachers, so that they would develop the competences to become professionally certified teachers.

As also stated in the regulation, PPG can only be conducted by universities which fulfill certain standards. As one of the leading educational institutions in Malang, Universitas Negeri Malang (State University of Malang - UM) is one of the public universities in East Java, Indonesia which has been given a mandate by the government to hold a PPG for more than five years. In 2018, the university focused on giving training to pre-service teachers from four main subjects namely Mathematics, elementary school subjects, automotive engineering. And English.

This research concerns the English pre-service teachers. It aims to answer the question: how is the process of PPG workshops implemented at Universitas Negeri Malang in enhancing the pre-service English teachers' pedagogical competence? The findings of the research will thus give

detail description on how the workshop activities to enhance the pedagogical competence are conducted with the English pre-service teachers during PPG at Universitas Negeri Malang.

METHOD

The method used in this research was descriptive qualitative as proposed by Miles and Huberman (1994) with observation, field notes and documentation as the techniques of collecting the data. It is considered to be the most appropriate research method as this research focused on giving the detail description of a certain phenomena. The triangulation process was also done in order to validate the findings.

The subject of the research was the English pre-service teachers (students) of *PPG Pra-Jabatan Bersubsidi* (PPG for pre-service teachers with some subsidy from the government) year 2018 in Universitas Negeri Malang. The number of students was 24 (5 male students which include the researcher and 19 female students). This group was selected as the research subjects because during the time of the study, this was the only PPG class for English teachers at UM who were doing a series of workshops to enhance their pedagogical competence. The other group of English PPG in 2018 was already doing their teaching internship at schools.

This research used three different data collection techniques namely observation, field-notes and documentation. Observation was conducted during the workshop process by observing the entire activities implemented starting from Monday until Friday. In documentation, the researcher used recording tools such as video recording during the process of observation to record the activity in the classroom. The researcher also took some pictures related to the teaching and learning activity as the additional documentation to support the data. The researcher also collected some videos related to the workshop activity taken by some of the pre-service teachers involved in the study. In addition, the researcher wrote down any specific information and activity in the classroom by using field notes to enrich the data. The data collected were then analyzed and elaborated qualitatively. The researcher used the theory of qualitative data analysis proposed by Miles and Huberman (1994). The detail elaboration of the findings is presented in the following section.

FINDINGS AND DISCUSSION

Based on the results of the observations, it was found that the PPG students’ pedagogical competence were shaped during the workshops by doing several activities within a week. The workshops were done five days in a week from Monday to Friday from 7 A.M until 3:30 P.M. From Tuesday until Friday, the contents were focused more on enhancing the students’ pedagogical competence. It is also found that the lecturers who taught the students are professional lecturers who have an extensive and long experience as well as insightful knowledge of EFL teaching. The university is also supported with useful facility such as convenient classroom, good internet connection and other facilities which made it easy for the students to follow the workshop activities. The detail activities on each day are presented on the table below.

No.	Day	Activity
1.	Monday	Improving reading skills. The pre-service teachers are given a module as reading material which was adapted from National Geographic and also TOEFL Reading materials and the supplement in enhancing the reading skill of pre-service EFL teachers. Most of the activity in Monday’s workshop is reading answering reading comprehension exercises and doing tasks

		related to the text in the module.
2.	Tuesday	Deepening the understanding of the syllabus, particularly, the text types to teach to junior and senior high school students. The pre-service EFL teachers are given a module which contains detail information related to the text types of reading material taught to high school. There are also some explanation, questions, and tasks related to the text types and the pre-services teachers learn to understand about the text types in the module.
3.	Wednesday	Designing the lesson plans based on the syllabus. During the process of designing the lesson plans, the pre-service teachers are guided by professional lecturers. The lesson plans here should cover all teaching components namely, the basic competence, indicators of basic competence, learning objectives, material, teaching strategy, teaching scenarios (the steps of implementing the teaching strategy), teaching media, and the assessment. Those components should be written clearly in the lesson plans.
4.	Thursday	Presenting the lesson plans in front of the class. The pre-service teachers are given a chance to present their lesson plans in order to have a better lesson plan after being checked and given feedback, comments and suggestions both from the lecturers and their friends at the end of the presentation. The pre-service teacher can also make revisions during the presentation and improve the lesson plans.
5.	Friday	Implementing the lesson plan in the form of microteaching (peer-teaching). The pre-service EFL teachers implement their lesson plans by performing as a real teacher while the other friends act as the students. This activity is designed to see whether the lesson plan is good or not in achieving the learning objectives set by the teacher.

Based on the detail findings above, the researcher then specified each finding with the components of pedagogical competences established by the Ministry of Education and Culture.

Components of pedagogical competences	Finding
Designing lesson plan	The pre-service teacher deepened their understanding in designing lesson plans on Wednesday. They also consulted their lesson plans to the lecturer and had the discussion about the plans with their friends.
Designing teaching material	As the teaching material in an important part of the lesson plan, the pre-service teacher also designed, adopted and adapted the material together when they were developing the lesson plan in the same day. The pre-service teachers also deepened their understanding of the teaching material on Tuesday when they focused on discussing text types and other material both for junior high school and senior high school
Designing teaching media	The PPG at UM provided a special session on developing instructional media on the first week of workshop. It was then continued every Wednesday when the pre-service teachers developed their lesson plans. The pre-service teachers were encouraged to design the media both ICT-based and conventional media.
Designing assessment	Assessments were also designed and developed together in the process of making the lesson plans. This was done at the end of designing lesson plans. The pre-service teachers learnt how to create, develop, adapt and adopt certain techniques of assessment based on English skill they focused on, the target learners and the material being taught in the lesson plan.
Designing students' worksheet	Designing students' worksheet was also part of designing lesson plans. In this case, the pre-service teachers designed the worksheets after they set the teaching strategies and arranged their teaching sequence in their lesson plans. The pre-service teachers should adjust the student worksheet based on the learning objectives they had set.

In line with the above elements of pedagogical competence, Kolo (2006) and Dincer, Goksu, Takkac, and Yazici (2013) also mentioned that in order to strengthen their knowledge of pedagogical competence, EFL teachers should also know how to teach the material effectively. In this case, the university set the curriculum by having the peer-teaching activity on Friday in order to know whether the pre-service teachers really know how to implement their lesson plans effectively in the real class or not.

The findings have thus elaborated the activities carried out in the PPG program to enhance the English pre-service teachers' pedagogical competences. In the following semester, these pre-service teachers will be transferred to a number of high schools to experience teaching in real classrooms so that their pedagogical competence will continue to improve.

CONCLUSIONS

Based on the findings, it can be concluded that most of the components of pedagogical competences are shaped and enhanced during the PPG sessions on Wednesday. It is integrated while the pre-service teachers are designing their lesson plans. In addition, the pedagogical competence is also strengthened by having the lesson plan presentation and discussion on Thursday and the peer-teaching on Friday to see whether all components of pedagogical competences are achieved.

It is suggested that those interested to enhance their pedagogical competence especially in ELT should join the PPG at Universitas Negeri Malang as this university has had a long experience and recognized reputation in conducting such programs.

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