

CHAPTER TWO

LITERATURE REVIEW

This study aims to investigate student's perceptions toward their pedagogical competence. To get the framework of the issue, this literature review discusses some important aspects related to the study. First, this chapter presents some definitions of the terminology used in this paper. Second, this chapter discusses about pedagogical competence. Finally, this chapter will explain the conceptual framework of the study.

Definitions Related to the Research

Perception. The understanding of perception can be derived from some sources. According to Robbins (2001, p. 121) perception is "a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment." George and Jones (2005, p. 105) also argued that perception is "a process by which individuals select, organize, and interpret the input from their sense (vision, hearing, touch, smell, and taste) to give meaning and order to the world around them." In addition, Gibson et al (1973) stated that perception is a process in which the people recognize acquired information or data, then resembles it, and makes comparison process with data previously acquired in the people's memory. In line with those definitions, we can simplify that perception is a conscious mental process of selecting organizing, and interpreting about particular thing that someone received.

Pedagogical Competence. Pedagogical competence becomes one of teachers' competencies in a teaching process. This competency is important to be mastered by teachers because it is related to the understanding of how teachers understand their class. Teachers must understand that teaching is not merely about successfully delivering the subject lesson, but there are still many aspects that must be considered during conducting teaching such as understanding about the learners, teaching technique, teaching materials, and classroom management. Pedagogical competence is defined as "the ability of an individual to use a coordinate, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/ or effectiveness in pedagogy" (Madhavaram, Laverie, 2010, p. 5). It means that pedagogical competence contains abilities that must be well mastered by teachers to be used in a teaching process. Act No. 19 Year 2005 on National Standard of Indonesian Education mentions that pedagogical competence is the ability to manage the learning of learners that includes an understanding of learners, learning design and implementation, evaluation of learning outcome, and the development of the learners to actualize their potential. Based on the explanations above, it can be simplified that pedagogical competence is the ability to manage obvious knowledge; use books and articles, learning technologies, curriculum, syllabus, and lesson plan, and unobvious knowledge; understand students' characteristics, learning design, learning principles, learning evaluation.

Pedagogical Competence

Reviewing of Some Pedagogical Studies in Teaching. Some researchers have argued that pedagogical competence students perform in teaching practice is good teaching training program for pre-service teachers in practicing their pedagogical competence. Wike cited in Shulman (2004) revealed that teaching practice is good place for pre-service teacher to practice the content of pedagogical knowledge, or knowledge how to teach. Besides that, Rena and Suleman (2010) also put emphasized on pedagogical aspect that pre-service teachers need to know; that are how to organize and present the content in a way that makes it accessible for their students. Further, the research conducted by Bhargava & Pathy (2011, p. 3) in India examined on perceptions of pre-service teachers about their teaching competencies. Result of study revealed that there are some points being major concern in pedagogical competence. Pre-service teachers gave more concern on the understanding of knowledge of subject matter (18.653%), effectiveness of communication skill (17.541%), child psychology (14.537%) rather than the understanding of technology usage (5.765%). The research asking about pedagogical competence was also conducted by Liakopoulou (2011, p. 5) in Greece, understanding knowledge / teaching models and students' condition are two main concerns to be understood rather than curriculum understanding. Based on the explanations above, it can be inferred that understanding teaching knowledge and having the ability to understand students' psychology are two points that usually become pre-service teachers' concern other than technology usage and curriculum understanding.

Pre-service teachers' Perceptions toward Their Pedagogical Competence in

Teaching. In the basic concept of teaching, students who perform Teaching Practice and become pre-service teachers have developed good perceptions about pedagogical competence in teaching and its component. A study conducted by Joram and Gabriele cited in Rena (2010) in Namibia revealed that "most pre-service teachers come with a well-developed perception about teaching." Pajares cited in Rena (2010) also argued that "many pre-service teachers get well understanding about concept of teaching which is related to teachers and students, students learning and method of teaching, curriculum, and school." These perceptions can emerge because of the impact of personal experience when they became students.

Eventhough pre-service teachers might have a good perception about concept of pedagogy in teaching; however, in fact they still face a problem when they apply those concepts into teaching. In the execution stage many pre-service teachers do not implement what they know. They only conduct and focus on delivering teaching material. This has been reported by Peacock (2001) that many pre-service teachers, even after three years in a highly respected degree program, still believed that learning a second language meant learning a lot of grammar rules and vocabulary. It can be assumed that many students who perform their pedagogical competence in teaching will do the same thing, especially in teaching English language.

In addition, several studies have examined the level of preparedness of public school teachers and ask about their perception about their pedagogical

competence in teaching when they were pre-service teachers. As Gandara, Jolly, and Maxwell (2005) studied on teachers' perceptions that were prepared by their previous teachers to understand the rules of making good instruction in teaching English language. The result of study reported those teachers' manners in teaching English language to their students' correlates with how they were well prepared. The level of preparedness was also examined by Sharma (2005) in investigating teachers' perceptions toward their ability to teach English language learners in mainstream classroom. The result of study identified that teachers ability in understanding pedagogical competence in teaching was built with what they got from their teachers in the past, not with what they learnt during being students. It means that these teachers reflected what their teachers' taught into their profession as real teachers. The results of both studies indicated that the teachers did not think they were adequately prepared to work with English language learners even after they completed their Teaching Practice when they were pre-service teachers. It gives more evidence that students even teachers assumed that they get low understanding on how implementing the pedagogic aspect substantively.

Pedagogical Competence in Indonesia. According to Act No. 14 Year 2005 on National Standard of Indonesian Education, there are 10 dimensions of teachers' role. Those describes about the role of teachers to optimize students' ability and to assess learning activities.

1. Teachers must understand students' characteristics. This is closely related to how teachers understand students' psychology, moral, social, culture, emotion and intellectuality.

2. Teachers must master learning theories and educative learning principles. This means that teachers have to be able to conduct teaching processes by understanding educative theory and learning principles. Besides that, teachers must also understand of how to implement variety teaching techniques related to their subject matter.
3. Teachers must master how to develop the curriculum. It relates to the teachers' ability to determine and foster learning objective for every single of the subject matter.
4. Teachers must be able to conduct educative learning activities. In this case, this dimension relates to the teachers' ability to use media of learning.
5. Teachers must be able to utilize the current information for the sake of learning. This may be reflected in the teachers' ability in providing up to date information that can be useful for learning materials. These can be found in many resources such as magazine, newspaper, and internet.
6. Teachers must be able to utilize educative media technology. This means that teachers must be able to utilize available learning media to provide variety learning activities to actualize students' potential including students' creativity.
7. Teachers must be able to communicate effectively to the students. This deals with the teachers' ability to understand students' psychological condition. The way to understand the students in conducting teaching

can use various strategies such as preparing students to take part in educative games, responding to the students, and performing good teachers' reaction toward students.

8. Teachers must be able to conduct the assessment and evaluation. This refers to how teachers determine the aspects, procedures, and instruments of evaluation that are important to be used in conducting the assessment.
9. Teachers must be able to utilize the learning outcome, which refers to teachers' ability in using the learning outcome to design the remedial program as a means to improve the quality of teaching and learning.
10. Teachers must be able to conduct a learning reflection, which is teachers' ability to utilize the learning outcome to improve learning activity for every subject matter.

According to Subroto cited in Akhyak, Idrus, and Bakar (2013, p.4) pedagogical competence is divided into three competencies:

- a. Teaching plan competency. Efforts made to empower teacher competency in this area were done by directing and enabling teachers to have the ability of describing objectives, selecting materials, organizing materials, determining learning methods and strategies, determining learning sources, media, and tools, designing assessment and evaluation tools, determining assessment and evaluation techniques, and allocating time.
- b. Learning and teaching process competency: Improved learning and teaching process competency are opening lesson, delivering materials,

using media and method, using teaching media, using communicative language, motivating students, organizing activities, interacting with students communicatively, conducting lesson, providing feedback, conducting assessment and evaluation, and using time effectively.

- c. Learning and teaching assessment and evaluation competency. The teacher empowerment in terms of this competency turns out to be directed to the ability of choosing questions based on the level of difficulty, selecting questions based on the level of differentiation, repairing the problem if not valid, checking the answer, classifying the result of the assessment, processing and analyzing assessment results, making interpretation of the trend assessment results, determining the correlation problem based on the assessment results, assessing to identify the level of variation in the results, inferring from the results of the assessment clearly and logically, arranging follow-up program assessment results, classifying students, identifying the need to follow-up assessment results, carrying out follow-up, evaluating the results of follow-up, and analyzing the results of evaluation.

Some researchers attached their result of study on pedagogical competence in teaching process. McBear, Jasman, Anderson as cited in Liakopoulou (2011, p.2) revealed some aspects that become several main aspects in effective teaching such as the ability in giving supports, applying various teaching methods, using educative teaching instruments, using various teaching aids, assigning works that will raise students' interest, setting evaluation program, and making feedback

toward the learning outcome. Another result of study also pointed out by Hollingsworth cited in Bhargava & Pathy (2011, p. 2) revealed that mostly knowledge of subject matter and ability to communicate are two basics skills that must be possessed by pre-service teachers. Further, teachers' ability to understand students' psychology also includes in main aspects in effective teaching (Harslett et al. 2000). Understanding students' psychology aims to decide appropriate teaching methods for every student. Choosing appropriate teaching methods also aims to optimize students' current potential. There are several aspects in pedagogical competence. Hence, according several results of studies above, it can be categorized that there are six of the most important parts on understanding pedagogical competence; those are understanding students' characteristics, mastering knowledge of subject matter, mastering effective teaching methods, possessing good communication skills, mastering in conducting evaluation program, and utilizing learning outcome to improve learning quality.

Pedagogical Competence in English Education Department of UMY. English Education Department of UMY as an education place for students to gain the competence of pedagogy has designed several subject of learning such as Principles of Teaching and Learning, Language Learning and Acquisition, Issues in Language Teaching and Learning, Language Assessment and Evaluation, Classroom Management, Curriculum Design, Instructional Design, and Education and Teaching Practice (buku panduan akademik UMY). These subjects have been taught starting from semester two till semester five. Students learnt how to design,

perform, and even evaluate the process of learning. These subjects of learning are purposed to become a guide for students in understanding pedagogical skills.

Conceptual Framework

Carcaron cited in Meltem (2012) highlighted that there are many problems encountered in teachers training process such as school regulation, school administration, and teaching shock. Those are several major problems that are commonly studied in research. However, a study about pre-service teachers' perception toward their pedagogical competence is never conducted in English Education Department of UMY. Thus, a study about pre-service teachers' perceptions toward their pedagogical competence is very important to be conducted.

Based on some literature reviews, this section presents the theoretical framework which is to answers the three research questions, namely pre-teaching, while-teaching, and post-teaching. The theories are used to provide a basic investigate the students' perceptions toward their pedagogical competence. There are ten dimensions of pedagogical competence that will be investigated. Those concerns with how students understand students' characteristics, understand learning theories and educative learning principles, understand curriculum development, conduct educative learning activities, utilize the current information for the sake of learning, utilize educative media technology, communicate effectively to the students, conduct the assessment and evaluation, utilize the learning outcome and conduct a learning reflection. These dimensions are practiced by pre-service teachers.