

Comparing pedagogical competence performances of English and non-English educational background teachers in teaching English at an elementary school

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Abstract

Regulation of the Minister of National Education number 16 of 2007 stated that Teachers at the Elementary school level (SD/MI), or other equivalent forms, must have a minimum educational academic qualification of diploma four (D-IV) or bachelor (S1) in the field of Primary Education (D-IV/S1 PGSD/PGMI) or psychology obtained from an accredited study program. Thus, there are many schools that have English teachers from non-English educational backgrounds (NEB) rather than English teachers from English educational backgrounds (EEB). This condition will affect the quality of English teaching in Elementary schools. In order to evaluate further the suitability of government regulation regarding teachers' criteria in teaching Elementary students, this study was to compare the pedagogical competence of English and non-English educational background teachers in teaching English at the elementary school level. The design of the study is qualitative research with a case study approach. The researcher took four English teachers consisting of two English teachers with EEB and two English teachers with NEB. This study used interviews, observation, and questionnaires to collect the data. This study used 10 indicators from the Ministry of Education, 2007. The results showed that from the 10 aspects, it can be highlighted that English teachers from EEB and English teachers from NEB have similarities and differences in implementing the indicators of pedagogical competence established by the Ministry of Education, 2007. It showed that the English teachers from EEB are more dominant in implementing indicators 1,2,8,9,10. Furthermore, the English teachers from NEB are more dominant in indicators 6 and 7. Thus, they have similarities in the rest of the indicators (3,4,5).

Keywords: pedagogical competence; elementary school English teacher

INTRODUCTION

In order to have English mastery, Indonesia has introduced English lessons from the primary school level to the university level. Since the issuance of the Decree of the Minister of Education and Culture of the Republic of Indonesia No.

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0487/4/992, Chapter VIII, Elementary Schools can add subjects to their curriculum, provided that they do not conflict with the goals of national education. Furthermore, this was reinforced by the Decree of the Minister of Education and Culture No. 60 / U / 1993 on February 25, 1993, regarding English lessons in Elementary Schools starting in the 4th grade. It is based on the importance of the existence of English in Indonesia.

To succeed in this target, Indonesia needs to manage education programs by preparing good educators and an education system. Educators have an essential role in the education system. Educators must have competencies such as personal, scientific, technological, social, and spiritual capabilities that holistically establish the skills of standard professional educators (Nagauleng, 2018). Furthermore, the education system also needs more attention, especially to achieve learning objectives.

The competencies possessed by educators are listed in the Government Regulation No.19 of 2005 concerning National Education Standards and followed up in National Education Minister Regulation No.16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, the teachers must have four competencies: (1) Pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. (2) Personality competence means a personality that is steady, stable, mature, wise, and authoritative, being a role model for students and having noble character. (3) Professional competence is a broad and deep mastery of learning material that enables it to guide students to meet the competence standards set out in the national education standards. (4) Social competence is the ability of educators as part of the community to communicate and interact effectively with students and the surrounding community.

Regulation of the Minister of National Education number 16 of 2007 stated that Teachers at the Elementary school level (SD/MI), or other equivalent forms, must have a minimum educational academic qualification of diploma four (D-IV) or bachelor (S1) in the field of Primary Education (D-IV/S1 PGSD/PGMI) or psychology obtained from an accredited study program.

However, by implementing those regulations, all teachers in Elementary schools are prioritized from the Primary Education Program (*Pendidikan Guru Sekolah Dasar*) so that schools recruit teachers from that program. (Alwasilah, 2013) found that there is 58% of English teacher in primary school was from non-English educational background or have no Teaching English to Young Learner (TEYL) training. Therefore, based on the data, there are many schools that have English teachers from non-English educational backgrounds (generalist teachers) rather than English teachers from English educational backgrounds (specialist teachers). This condition will affect the quality of English teaching in Elementary schools, as (Zein, 2016) recommends the needs for professional development (PD) of teacher educators. In order to evaluate further the suitability of government regulation regarding teachers' criteria in teaching Elementary students, this study was to compare the pedagogical

competence of English and non-English educational background teachers in teaching English at the elementary school level.

Research on teaching English in Elementary school by Sartika, *et. al.* (2019) found that English for young learners is significant since English is an international language everyone should learn. Because of the students' golden age, elementary school is the ideal stage to begin introducing English as a foreign language. This subject will get easier to understand at subsequent school levels. English as a foreign language should be learned early, especially for elementary school students. In elementary school, students as young learners should have English as one of their subjects since they have a strong interest in learning new things, such as English. It is becoming more widely used in daily life. As a result, it is critical to include English as one of the subjects in the Elementary School curriculum numerous concerns.

Clavijo (2016) have researched on English teaching in Elementary school and given critics to education of young children in Columbian public and private school regarding the preparation of future teachers, the professional development of in-service teachers, and the national standards for foreign language teaching. The study concluded that teaching English is required in elementary school. It will aid the student's mental development since he will become more flexible and imaginative and have greater mental agility and concentration. The student's cognitive development will improve, and they will have a greater capacity for communication. With English instruction in primary school, it will allow students to speak more effectively (Dewi & Anwar, 2018) and further, they will have no difficulty continuing to master the language as adults.

In line with those studies, there are some previous studies focused on teaching English in elementary school, such as research by Kazakoff, *et. al.* (2018); Meiningsih and Madya (2021); Sinaga and Oktaviani (2020); Octaberlina and Anggarini (2020); Çelik and Kasapoglu (2014); Widhiprasetya, *et. al.* (2021); Samodra and Faridi (2020); Copland, *et. al.* (2014); Othman and Kiely (2016); Butler (2015); Wyatt (2013); and Copland and Garton (2014). These studies showed that English is a universal language used to communicate with people everywhere. It is one of the most widely spoken languages in the world. In addition, many study English because they want to in higher education, international business, scientific and technological information, and international organization. As a result, Teaching English as a Foreign Language to young learners is critical in demonstrating to the world that Indonesian children have the same knowledge as children in other countries. Furthermore, elementary students learn about English culture and have a solid understanding of concepts that employ English as a language.

Research on English Teachers' Competency on Students' Learning Achievement by Abrar and Syahputra (2021) found that in teaching learning process, teachers must have the competencies, including pedagogical competence, personal competence, social competence, and professional competence through professional education. teacher competence is a set of skill to be owned by teachers in order to achieve the work clearly and effectively. It means good pedagogical competence is demonstrated in assisting, directing, and leading students. As a result, teachers must possess strong pedagogical

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skills and the ability to create and implement a learning plan. It can be concluded that teachers must possess strong pedagogical skills and the ability to create and implement a learning plan. Besides, Indonesian elementary school English teachers could do better in terms of proficiency. Their pedagogical and professional competencies require careful preparation. Young learners' foreign language teachers should possess professional, pedagogic, social, and personality competencies (Sikki, Rahman, Hamra, and Noni, 2013).

As I identify those studies, there are some previous studies concluded that the low competence of the pedagogical field shows that teachers are not professional. Therefore, the teacher will find it difficult to be able to provide a good pursuit of students. Faidal and Suriani (2020); Rahman (2014); Mirzagitova and Akhmetov (2015); Sahana (2018); Sulistiyo and Haswindy (2018); Irmawati, *et. al.* (2021); Supkhonovna (2021); Hanim, *et. al.* (2020); Olatunji (2013); Lumbantobing (2020); Faizah and Sutopo (2021); Rahmatunnisa, *et. al.* (2021); Hauck, *et. al.* (2020); Murkatik, *et. al.* (2020); and Rasulova (2020) stated that expanding teacher comprehension and knowledge of local wisdom in learning could enhance teachers' competency in pedagogical disciplines. The inclusion of local and national cultural values in the curriculum is currently a hot topic of conversation among Indonesians. It appears that the teacher has put substantial effort into conducting the teaching and learning to increase the effectiveness of teaching English in the classroom.

Based on the differences between the previous studies and this current study, I found research gap in term of comparing the results of English teachers' pedagogical competence by English teacher with English and non-English educational backgrounds in Elementary school. There is a few research that pay attention to the English with non-English teachers' pedagogical competence or even comparing English teacher with English and non-English educational backgrounds in elementary school. This study is very important and is hoped to criticize the regulation of Government regarding teacher qualification for Elementary school. Therefore, this study will focus on discussing the teachers' pedagogical competence in English teaching between English and non-English educational background teachers in Elementary school in Demak.

METHOD**Research design**

The design of the study is qualitative research with a case study approach. The data was gathered in text format. The researchers collect, evaluate, and develop conclusions based on data analysis in this study. As the case study focuses on activities involving individuals or groups (Creswell, 2002), this study focuses on the English teaching of English and non-English educational background teachers in Elementary schools. This study does not employ statistical analysis or other measurement techniques; instead, it aims to collect data from the field, which will then be explained and concluded.

Subject of the study

Subjects in a study were required to get the needed information. The research subjects were the people involved in the study from the beginning until finished. It was to inform about the research questions and develop the understanding of

the study. The researcher took four English teachers consisting of two English teachers with English backgrounds and two English teachers with non-English backgrounds. They were the English teacher in Elementary school that has graduated from English Education (for English background respondents) and graduated from Primary education or others (for non-English Education background respondents). The selected teachers were Elementary school teachers that were teaching English in Elementary school in Demak.

Object of the study

The object of this study was English teachers' pedagogical competence during the teaching and learning process in the academic year 2022/2023. This study is concerned on pedagogical competence of English and non-English teachers, covering (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 (adopted from Ministry of Education, 2007).

Instruments for collecting data

In collecting the data, the researcher used some instruments, namely observation, interview, questionnaire, and documentation. The description of data collection was presented below.

Observation Sheet/Protocol

Observation is one way of collecting data. The purpose of observation is to observe the subject and object of research so that the researcher can understand the actual conditions. The researcher used observations to observe the performances of English teachers' pedagogical competence in teaching the English language.

Interview Questions

An interview is a discussion that has a specific goal. With interviews, the researcher got more in-depth information to figure out how to explain situations and things that happen. This interview aims to get a spoken answer from the person being interviewed.

Questionnaire

In the questionnaire, the teachers were asked to answer questionnaire form consisted of aspects of pedagogical competence. They answer the questions by choosing 4 (for always), 3 (for often), 2 (for seldom) and 1 (for never). For analyzing the questionnaire, the researcher used Likert scale of 1 until 4 (never, seldom, often, and always). It is the instrument to measure how often teacher do every single aspect of pedagogical competence.

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Procedures for collecting data

Before analyzing the data, the researcher collected the data based on the research instruments. It was to help the researcher to analyze and draw a conclusion. The researcher used some steps in collecting the data, including (1) collecting the lesson plans to know the models of the activities in the teaching process, especially how the teachers implement their pedagogical competence, (2) observing the classroom during teaching-learning activities to know teachers' pedagogical competence. The researcher observes four times, (3) interviewing the four English teachers to know their pedagogical competence in teaching the English language. The researcher interviews after they finishes teaching to get valid data, and (4) distributing questionnaire to teachers to get information from them regarding pedagogical competence.

RESULTS AND DISCUSSION

The researcher had done collecting data from the four respondents consisting two (2) English teachers from English Educational Background and two (2) English teachers from non-English Educational Background. The researcher found that there are differences and similarities among them. In this article, the researcher will concern more on the difference and similarities of the pedagogical competence of English teachers from English and non-English educational background in Elementary school so that it can be a reflection to solve the issue and challenge of education system and regulation regarding English teacher existence in English Language Teaching for Young learners.

The data collection was done from 1 to 15 August 2023. At the time, the researcher conducted observation, interview, and distributing questionnaire. These three instruments are supported each other to finalize the data. As this study focused on pedagogical competence, I use 10 indicators including: (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, emphatic, 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 (adopted from Ministry of Education, 2007).

Furthermore, the results of the research are presented below in Table 1 and Table 2.

Table 1. Pedagogical Competence Performances of English Educational Background Teachers at An Elementary School

No.	Statement	Always	Often	Sometimes	Never	Total
Mastering learners' characteristics from the physical aspect, moral, spiritual, social, cultural, emotional, and intellectual.						
1.	Every teaching, I try to understand individual differences of students, particularly physical differences, intellectual, social, emotional, moral, spiritual, and background.	50%	0%	50%	0%	100%
2.	Every teaching, I try to understand individual differences of students, especially the differences of potential and ability.	0%	50%	50%	0%	100%
3.	I identify the provision of teaching early learners in every teaching opportunity by performing initial tests.	0%	0%	100%	0%	100%
4.	I identify learning difficulties of learners after the learning process is completed.	50%	0%	50%	0%	100%
Mastering the theory of learning and the principles of educated learning.						
5.	I apply the theory of learning that educate in every learning English creatively.	0%	100%	0%	0%	100%
6.	I apply the approaches, strategies, methods, and techniques of learning creatively.	0%	100%	0%	0%	100%
Developing the curriculum associated with the lessons.						
7.	I understand the principles of curriculum development.	0%	50%	50%	0%	100%
8.	I define the learning goals that will be taught in accordance with the principles of curriculum development.	50%	50%	0%	0%	100%
9.	I prepare the learning materials properly in accordance with the aims that I choose.	50%	50%	0%	0%	100%
10.	I prepare the learning materials properly in accordance with the characteristics of learners.	0%	50%	50%	0%	100%
11.	I develop indicators and instruments assessment.	0%	100%	0%	0%	100%

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Conducting Educated Learning.						
12.	I understand the learning design principles that educates.	0%	50%	50%	0%	100%
13.	I develop components of the learning design.	0%	100%	0%	0%	100%
14.	I arrange a complete learning, both for the activities in the classroom, laboratory, and field.	0%	50%	50%	0%	100%
15.	I implement educated learning in the classroom, laboratory and in the field by taking into required safety standards.	50%	50%	0%	0%	100%
16.	I carry out in the laboratory by taking into required safety standards.	0%	0%	50%	50%	100%
17.	I carry out learning in the field by taking into required safety standards.	0%	0%	50%	50%	100%
18.	I use learning resources other than books to encourage learners get optimal achievement.	50%	50%	0%	0%	100%
Utilizing information and communication technology for learning.						
19.	I take the advantage of information and communication technologies in teaching English.	50%	50%	0%	0%	100%
Facilitating learners' potential to actualize their potential.						
20.	I provide learning activities to encourage learners get optimal potential and achievement.	50%	50%	0%	0%	100%
Communicating effectively, empathic, and polite with learners.						
21.	I try to understand communication strategy which are effective and polite, orally, written or in any other form of teaching.	50%	0%	50%	0%	100%
22.	I try to build interaction activities / games using language effectively, empathetic, and mannered learners.	0%	50%	50%	0%	100%
Conducting the assessment, the process evaluation, and the learning outcomes.						
23.	I hold a test to determine the learners' mastery the material.	50%	50%	0%	0%	100%

24.	I develop assessment instruments and evaluation process and the results of its own study.	0%	100%	0%	0%	100%
25.	I make administration of the assessment process and results of continuous learning English as the instructions.	50%	0%	50%	0%	100%
Utilizing the results of assessment and evaluation for learning						
26.	To determine mastery learning English, I use the results of the assessment and evaluation.	50%	50%	0%	0%	100%
27.	I communicate the results of the evaluation of the assessment and evaluation to students.	50%	50%	0%	0%	100%
Doing a reflective action to improve the quality of learning.						
28.	I reflect on the teaching of English that has been done.	50%	0%	50%	0%	100%
29.	I use the results of reflection for improvement and development of English learning.	50%	0%	50%	0%	100%
30.	I make classroom action research to improve the quality of learning English.	0%	0%	100%	0%	100%

Source: Data proceed by Excel.

Table 2. Pedagogical Competence Performances of Non-English Educational Background Teachers at An Elementary School

No.	Statement	Always	Often	Sometimes	Never	Total
Mastering learners' characteristics from the physical aspect, moral, spiritual, social, cultural, emotional, and intellectual.						
1.	Every teaching, I try to understand individual differences of students, particularly physical differences, intellectual, social, emotional, moral, spiritual, and background.	100%	0%	0%	0%	100%
2.	Every teaching, I try to understand individual differences of students, especially the differences of potential and ability.	100%	0%	0%	0%	100%
3.	I identify the provision of teaching early learners in	50%	50%	0%	0%	100%

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	every teaching opportunity by performing initial tests.					
4.	I identify learning difficulties of learners after the learning process is completed.	50%	50%	0%	0%	100%
Mastering the theory of learning and the principles of educated learning.						
5.	I apply the theory of learning that educate in every learning English creatively.	50%	0%	50%	0%	100%
6.	I apply the approaches, strategies, methods, and techniques of learning creatively.	50%	0%	50%	0%	100%
Developing the curriculum associated with the lessons.						
7.	I understand the principles of curriculum development.	0%	0%	100%	0%	100%
8.	I define the learning goals that will be taught in accordance with the principles of curriculum development.	0%	50%	50%	0%	100%
9.	I prepare the learning materials properly in accordance with the aims that I choose.	100%	0%	0%	0%	100%
10.	I prepare the learning materials properly in accordance with the characteristics of learners.	100%	0%	0%	0%	100%
11.	I develop indicators and instruments assessment.	0%	50%	50%	0%	100%
Conducting Educated Learning.						
12.	I understand the learning design principles that educates.	50%	50%	0%	0%	100%
13.	I develop components of the learning design.	0%	100%	0%	0%	100%
14.	I arrange a complete learning, both for the activities in the classroom, laboratory, and field.	0%	0%	100%	0%	100%
15.	I implement educated learning in the classroom, laboratory and in the field by taking into required safety standards.	0%	100%	0%	0%	100%

16.	I carry out in the laboratory by taking into required safety standards.	0%	50%	0%	50%	100%
17.	I carry out learning in the field by taking into required safety standards.	0%	50%	0%	50%	100%
18.	I use learning resources other than books to encourage learners get optimal achievement.	100%	0%	0%	0%	100%
Utilizing information and communication technology for learning.						
19.	I take the advantage of information and communication technologies in teaching English.	100%	0%	0%	0%	100%
Facilitating learners' potential to actualize their potential.						
20.	I provide learning activities to encourage learners get optimal potential and achievement.	100%	0%	0%	0%	100%
Communicating effectively, empathic, and polite with learners.						
21.	I try to understand communication strategy which are effective and polite, orally, written or in any other form of teaching.	100%	0%	0%	0%	100%
22.	I try to build interaction activities / games using language effectively, empathetic, and mannered learners.	100%	0%	0%	0%	100%
Conducting the assessment, the process evaluation, and the learning outcomes.						
23.	I hold a test to determine the learners' mastery the material.	50%	50%	0%	0%	100%
24.	I develop assessment instruments and evaluation process and the results of its own study.	0%	100%	0%	0%	100%
25.	I make administration of the assessment process and results of continuous learning English as the instructions.	0%	0%	100%	0%	100%
Utilizing the results of assessment and evaluation for learning						
26.	To determine mastery learning English, I use the results of the assessment and evaluation.	50%	50%	0%	0%	100%

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27.	I communicate the results of the evaluation of the assessment and evaluation to students.	0%	50%	50%	0%	100%
Doing a reflective action to improve the quality of learning.						
28.	I reflect on the teaching of English that has been done.	50%	50%	0%	0%	100%
29.	I use the results of reflection for the improvement and development of English learning.	50%	50%	0%	0%	100%
30.	I make classroom action research to improve the quality of learning English.	0%	0%	0%	100%	100%

Source: Data proceed by Excel.

Discussion***Mastering learners' characteristics from the physical aspect, moral, spiritual, social, cultural, emotional, and intellectual***

Based on the results of the data, English teachers from English and non-English educational background have different levels of mastering learners' characteristics (physical, moral, spiritual, social, cultural, emotional, and intellectual). The ability of an English teacher with English educational background (EEB) is quite lower than the English teacher with non-English educational background (NEB) in mastering the learners' characteristics. Based on the observation and interview, the researcher found that the English teacher from EEB is not the classroom teacher (only as a subject teacher) so it makes them have not much time to know and recognize students. Meanwhile, the English teacher with NEB is actually the classroom teacher and has much time to teach them, so that they have the opportunity to remember the student's name and understand their character. However, most English teachers with EEB ask the classroom teachers to provide information about the students' characteristics in general, this helps them to categorize the students based on their ability so that it will support their teaching, especially in classroom management.

Mastering the theory of learning and the principles of educated learning

In terms of mastering theory, most English teachers with EEB had mastered the theory of English language teaching rather than English teachers with NEB. This is proven by the more comprehensive materials given by teacher with EEB, they always connect the material with other material that are interconnected, this will expand students' insight about English. However, there is also some English teacher with NEB has mastered the theory of English language teaching due to their passion for English subject. Based on the interview and observation, the English teacher with NEB conducted English teaching at a low-grade level, so that the English material given is quite easy. They prefer to use gaming or singing to make students interested and avoid boredom at English class. As

stated by Anwar and Nugroho (2018), students tend to feel bored quickly when doing the same thing repeatedly, especially for students at the basic education level.

Developing the curriculum associated with the lessons

Based on the results of the research, this study found that English teachers with EEB have a higher understanding of the principles of curriculum development than English teachers with NEB. Based on observation and interviews, both English teachers with EEB and NEB were preparing the lesson plans at the beginning of the semester. However, today, the function and implementation of lesson plans are still at the level of required school administration. Thus, they are not implementing teaching and learning based on lesson plans, they prefer to conduct teaching by following the flow (under the circumstance). This is because they feel burdened with various and dynamic school administrations, so they feel more challenged.

Conducting educated learning

In this aspect, both English from EEB and NEB has same in conducting educated learning. They both understood and develop the learning design. However, they both do not use laboratory for learning, because due to the limited facilitation, some school had not laboratory for English language learning. Even so, they utilize their gadget to support learning, especially in teaching listening, they played audio from their phone, but this may not maximal.

Utilizing information and communication technology for learning

Both teacher from NEB and EEB used information and technology to improve their teaching. They used internet such as YouTube and game application to support the learning process, this made students more interested to study English. Some of the English teachers that are not acquiring IT has challenged to do this, but based on the research results, both of them are trying to apply IT for learning media.

Facilitating learners' potential to actualize their potential

Based on the research results, English teacher from NEB always conducted learning activities to encourage learners get optimal potential and achievement. Meanwhile, English teacher from EEB just conducted it in often. But it still indicated that they both implement this aspect.

Communicating effectively, empathic, and polite with learners

In this aspect, based on observation and interview, English teacher from NEB and EEB always use effective and polite, orally, written or in any other form of teaching and build interaction activities / games using language effectively, empathetic, and mannered learners. This may because most of the English teacher from EEB was classroom teacher, so that they acquired more the students' characteristics and it affects to their bonding. However, the score from questionnaire showed a bit different, English teacher from NEB showed higher score that than the English teacher from EEB. English teacher from EEB just conducted it in sometimes. In conclusion, so far, they both implement this aspect.

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

The English teacher from EEB and NEB are the same in holding a test to determine the learners' mastery the material. However, teacher from EEB more developed assessment instruments and evaluation process and the results of their study rather than English teacher from NEB. English teacher from EEB always made administration of the assessment process and results of continuous learning English as the instructions. Meanwhile, English teachers from NEB showed sometimes.

Utilizing the results of the assessment and evaluation

To determine mastery learning English, teacher from EEB and NEB often used the results of the assessment and evaluation. Furthermore, English teacher from EEB always communicate the results of the evaluation of the assessment and evaluation to students, while teacher from NEB conducted it in sometimes.

Doing a reflective action to improve the quality of learning

The results of the research showed that both English teacher with EEB and NEB conducted reflection for teaching improvement. They use the results of assessment for a reflection whether students had achieved the learning goal or need more evaluation. However, in term of conducting classroom action research to improve the quality of their teaching, the English teachers with EEB were more active than English teacher from NEB, it indicates that most of English teacher from NEB prefer to choose "never" to do classroom action research.

CONCLUSION

Based on the analysis of the 10 aspects above, it can be highlighted that English teacher from EEB and English teacher from NEB have similarities and differences in implementing the indicators of pedagogical competence established by Ministry of Education, 2007. The 10 indicators include (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, emphatic, 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. It showed that the English teachers from EEB is more dominant in implementing the indicators 1,2,8,9,10. Furthermore, the English teachers from NEB is more dominant in indicators 6 and 7. Thus, they have similarities in the rest of indicators (3,4,5).

AUTHOR STATEMENT

All authors give significant contributions to this article. **Isna Rafika Dewi** contributed to the conceptualization and design, analysis, and interpretation of the data, and writing and revising of the manuscript. **Rahayu Puji Haryanti**

and **Abdurrahman Faridi** have the role as supervisors, they guide the first author to complete the article from conceptualizing and design until it is ready to submit to and published by the journal.

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