



A NEED ANALYSIS OF PROFESSIONAL DEVELOPMENT PROGRAM FOR ELEMENTARY SCHOOL ENGLISH TEACHERS THROUGH SELF-ASSESSMENT

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abstract

Many homeroom teachers of elementary schools are demanded to teach English. Meanwhile they lack of knowledge of English teaching. They need a professional development program that can assist them to improve their teaching competence. Therefore, this research is aimed at analyzing the needs of teacher professional development program by assessing English elementary school teachers through self-assessment. It is descriptive quantitative research that involves 30 elementary teachers who have English teaching experience. A survey was conducted to find out teachers' weaknesses that could portray teachers' teaching needs. The result shows that most teachers assumed their speaking and listening skills were in below average level. In terms of pedagogical competence, they assessed themselves as insufficient in determining English teaching method, giving appropriate assessment, applying various and fun English learning, teaching speaking & teaching listening. Thus, a teacher professional development program should be able to facilitate teachers to improve these professional and pedagogical aspects.

INTRODUCTION

English teaching at the elementary school level has been polemics. Before the implementation of the 2013 Curriculum, English subject was one of the local contents implemented at the elementary school level. On the other hand, many elementary schools could not facilitate students learning English with an English teacher. Therefore homeroom teachers are demanded to teach English. As a result, English teaching and materials may not be delivered appropriately (Supriyanti, 2012).

Several teachers with Primary school teacher education backgrounds have experience learning how to teach English at the elementary school level. Meanwhile, the other teachers may lack knowledge of how to teach English to young learners (Zein, 2015).

English teachers with English education backgrounds are required to teach at the high school level. According to *Permendikbud No. 16 the year 2019*, Elementary school English teachers are those who have been certified through Teacher Professional Education Program (PPG). This program facilitates teachers to obtain pedagogical knowledge and material development suitable for children teaching. Nevertheless, not all teachers can enroll in this professional education program. Thus, they lack of English teaching knowledge and skills.

English language, as one of the foreign languages in Indonesia, should be taught through appropriate teaching methods, especially for young learners. Young learners expect fun and

attractive learning activities that can encourage them to learn (Yamin, 2017). Although English subject excludes from the 2013 Curriculum, one of the elementary schools in Surakarta still implement English teaching (Kaltsum, 2016). It means that several schools still apply English as an additional subject taught by the homeroom teachers.

Homeroom teachers with non-English academic qualifications may face several obstacles in English teaching. With their educational background and lack of English teaching competence, they need to be facilitated with a teacher development program that can assist them to improve their teaching performance. In order to discover an appropriate teacher development program that meet teachers' teaching needs, focusing on professional and pedagogical competence, this research is conducted to analyze the needs of the English teacher professional development program through self-assessment.

English Subject in Elementary School Curriculum in Indonesia

English at the Primary School Level in Indonesian curriculum had been established as a local content since 1994. This policy is determined based on the policy of the Ministry of Education and Culture No. 0487/1992. Under the regulation, primary schools may designate English as a local content (Dewi, 2014). In other words, schools can determine English as a local content by considering the potential environment that exists around the student's residence. So that English can support students in developing the potential that exists around their living environment. English language teaching at the elementary school level is carried out up to the School-Based Curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*). The Regulation of the Minister of National Education No. 23 of 2006 concerning Graduate Competency Standards for Primary and Secondary Education Units states that Language is explicitly mentioned that English subject at the primary school level covering listening, speaking, reading, and writing. In the 2013 Curriculum English was no longer part of the curriculum (Yuniarti, 2021). English in the 2013 Curriculum is not clearly explained its position as a compulsory subject, local content, or extracurricular (Dewi, 2014).

Professional Development of English Teachers

Teacher Self-development is a process of teacher reflection in understanding their teaching competence (Richard & Farrel, 2005). English teacher's competence includes understanding the scope of English Subject, understanding the pedagogical competence, delivering the materials and creating an innovative, creative, effective and engaging teaching and learning process (Sumardi, 2012). The professional development of language teachers can be in the form of (Richard & Farrel, 2005): (1) Workshops: programs aimed at facilitating teachers to improve knowledge and teaching abilities, (2) Self-monitoring: teacher efforts to recognizing its shortcomings and advantages in teaching through audio, video, and learning reports. (3) Teacher support group: teacher professional development program in the form of a discussion group that discusses the curriculum, teaching materials, learning planning and teacher teaching experience. (4) Teaching journal: A literature review of no more than 1000 words by expressing the status of the art in the field under study/technology developed. Relevant primary library/reference sources and by prioritizing research results in the latest scientific journals and/or patents. Journal writing to describe the events and problems that occur during the teaching and learning process. (5) Peer observation: carried out by fellow teachers to find out the teaching and learning process and teacher-student interaction. (6) Peer coaching: performed by two or more teachers to cooperate in teaching planning, teaching, and follow-up. Based on the description above, the professional development of English teachers

is carried out to improve professionalism and can be done by teachers individually or in groups or collaborate with other teachers.

Competence of English Teachers

Referring to Law Number 14 of 2005 concerning Teachers and Lecturers, teachers are required to have four competencies, namely pedagogical competence, competence, personality, social competence, and professional competence. In carrying out their profession, English teachers must have pedagogical competence and professional competence which are two basic competencies of teachers in the field of study in learning. The pedagogical competence of the teacher includes the mastery of the teacher in planning, implementing, testing and implementing follow-up learning, while professional competence is the teacher's ability to in mastery of the material of the field of study he has (Suherdi, 2013). English teachers at the primary school level should be able to create a fun learning atmosphere for learners, by playing musical instruments, singing, or telling stories. The teaching of English in Primary Schools must be carried out properly because learning at this level students learn the basics of English language ability and material which will be their provision in learning English at the secondary school level (Sudrajat, 2015). However, English teachers in primary schools, especially in public schools are classroom teachers of students. Thus, the English skills of the class teacher are limited, while the English teacher should be able to master the four basic skills of English, namely listening, speaking, reading, and writing. To that end, the government should facilitate them with trainings on teaching English to primary school students, as teaching children is different from teaching adults (Okumura, 2017).

Teaching English to Young Learners

Teaching young learners is different from teaching adult learners. Teaching young learners or in this case referred to elementary school students require special skills. Teachers who teach children should be able to be caregivers and teachers (Cahyati & Madya, 2019). The teacher should understand the characteristics of his students, deliver materials and tasks appropriate for them. Elementary English teachers should be aware of how children learn, so that learning can take place properly. The following are the principles of children's learning (Linse, 2005): Children learn from direct experience Children learn from objects they can see and touch Children learn from what they see and happens as learning progresses Children learning starts from the whole thing to the smaller part Children have short period of learning concentration. By knowing about how students learn, teachers can design acceptable learning activities and increase interest in learning students. Teachers also need to pay attention to the following points (Musthafa, 2010): (1) reduce the explanation of material in the form of words (lectures) to teach English because children tend to be interested in learning by involving physical activity; (2) facilitate children to learn through word games, such as songs and stories; (3) create varied learning activities; (4) repeat learning activities and materials so that they can be memorized by students; (5) avoid competitions and awarding prizes to students; (6) create an atmosphere and learning activities that encourage all students to get involved in activities and feel together with their friends; (7) avoid teaching excessive grammar; (8) minimize grammar; (9) teach simple grammar material; (10) assessment can be done by talking or interacting with students to find out their learning progress. However, in its implementation, teachers may face some challenges in teaching English to elementary school students. These challenges include the following: pedagogic competence of teachers in determining teaching methods, motivating students in learning

English, fostering a sense of nationalism when teaching foreign languages, the provision of learning resources, spoken and written English skills, as well as a large number of students in one class (Cahyati & Madya, 2019). In order to find out the pedagogical and professional competence of teachers, self-assessment needs to be carried out.

Teachers' Self-Assessment

Self-assessment is one of the ways of self-development of teachers through self-assessment of their teaching performance (Senapaty, et.al. 2019). Self-assessment can assist teachers in improving their teaching practices in the classroom. Self-assessment allows the testee to conduct a self-assessment of his status, process, and competence or ability (Ross & Bruce, 2007). Thus, teachers' self-assessment is a way to recognize their ability that leads them to improve their teaching competence.

METHOD

The research method used in this study is quantitatively explanatory by conducting a survey. The survey was conducted to collect data with a large number of respondents (Markzyck, et al, 2005). For this reason, this study involved a large number of respondents. The respondents to this study were public elementary school teachers in Cirebon Regency. Data collection was carried out by visiting elementary schools in Cirebon Regency and conducting an initial survey to find out the educational background of teachers and teacher teaching experiences. Teachers with non-English educational backgrounds and experience teaching English will be selected as respondents in this study. This research instrument is in the form of a questionnaire containing questions about the pedagogical and professional competence of English teachers (Suherdi, 2013). This questionnaire will be given to homeroom teachers or elementary school teachers who do not have an English education qualification but has or still teaches English. The questions in the questionnaire are closed ended questions. The questionnaire data will be analyzed by calculating the percentage. The results of the processed questionnaire data and documents will be described and analyzed with related theories of English teaching for young learners.

FINDINGS AND DISCUSSION

This research focuses on teachers' professional competence and pedagogical competence assessed by teachers' self-assessment method in which teachers were demanded to assess their teaching by answering a number of questions. This study involved 30 teachers who had experience in English teaching to young learners. The research result is presented as follow.

Teachers' Professional Competence

The professional competence of elementary school teachers in this study covers teachers' ability to master the four basic skills of English; Listening, Speaking, Reading, and Writing. The following are the results of the teacher's self-assessment on the ability of four English proficiencies.

Table 1. Teachers' self-assessment on their professional competence

Professional Competence Aspects	Self-assessment	Number of Respondents	Percentage (%)
Listening	Excellent	5	15
	Good	6	20
	Average	6	20
	Below Average	13	45
Speaking	Excellent	2	5
	Good	6	20
	Average	3	10
	Below Average	19	65
Reading	Excellent	16	55
	Good	12	40
	Average	2	5
	Below Average	0	0
Writing	Excellent	9	30
	Good	7	25
	Average	11	35
	Below Average	3	10

From the table above, it can be seen that 11 (35%) teachers assume that they are proficient in listening skill, 6 (20%) teachers assess themselves have average listening skill, and 13 (45%) teachers assess themselves in below average level. It can be concluded that there are a large number of teachers with lower listening skill.

In terms of speaking skill, only 8 (25%) teachers assess themselves as proficient in speaking skill. While 19 (65%) teachers believe that they are incapable of speaking skill. It indicates that 65% of teachers may not be confident with their speaking skill. Dissimilar to listening and speaking skills aspects, most teachers believe that they are capable of reading and writing skills.

The data portrays that professional competence which teachers do not mastery are the English skills related to the ability of receiving, comprehending and producing oral text. Teachers may have lower English listening skill since they infrequently listen to English oral text. As a result, they also have low English speaking skill as listening and speaking are integrated skills. This result is in line with a study conducted by Rosita (2017), most of homeroom teachers have lower speaking proficiency.

Overall, most of the respondents believe that reading skill is the English proficiency that they mastery while speaking skill is the least English skill that they need to improve. Thus, teachers' professional competence aspects that should be improved are listening and speaking skills. This finding is similar to research conducted by Yuniarti (2022) who finds out that most of teachers expect that they can be facilitated with a teacher professional development that assist them to improve their professional competence.

Teachers' Pedagogical Competence

Teachers' pedagogical competence questionnaires focus on teachers' teaching preparation and teachers' teaching performance. This study divides pedagogical competence into two parts; 1) teachers' teaching planning before they conduct teaching and learning activities, 2) teachers' teaching performance.

The data is gained by rating teachers' self-assessment selected based on teachers' insufficient competence. The result of teachers' pedagogical competence can be summarized as follows.

Table 2. Teachers' self-assessment on their pedagogical competence

No	Teachers' Pedagogical Competence	Number of Respondents	(%)
1	Teaching Planning		
	Determining English teaching method	17	57%
	Determining English assessment	12	40%
	Determining teaching and learning activities	9	30%
2	Teaching Performance		
	Giving appropriate English assessment and evaluation	26	87%
	Applying various teaching and learning activities	21	70%
	Teaching speaking	20	67%
	Teaching listening	15	50%

As shown on the table, 55% of the teachers are insufficient in determining English teaching method and 35% of teachers are assessed themselves have low ability of determining teaching media. Most of the teachers have less knowledge about English method and teaching media since they may have less experience of learning English teaching to young learners.

There are four aspects of pedagogical competence related to teachers' teaching performance that teachers appraise themselves insufficient level. They are; giving appropriate English assessment (85%), applying various teaching and learning activities (70%), teaching speaking (65%), and teaching listening (50%). This finding implies that teachers' insufficient competence may be caused by lack of English teaching knowledge. Consequently, teachers do not acknowledge how to assess their students and they also may conduct monotonous learning activities.

Elementary students who are categorized as young learners have different characteristics from adult learners, thus, English teachers should be able to select appropriate assessment that encourage students to keep learning English. Shaaban (2001) & Musthafa (2010) suggest that the assessment should be non-threatening informal techniques. English teachers can assess their students during teaching and learning activities that can describe their abilities, progress, and achievements. In addition, performance-based assessment can be used to capture students' skills by demonstrating the language (Nikolov, 2016). Many teachers assume that they are in doubt about giving appropriate assessments for their students, it may be because they have a lack of knowledge of English teaching. It can be seen from their responses to their ability to determine teaching methods and teaching and learning activities, they consider that they are insufficient in those aspects.

Listening and speaking skills can be taught simultaneously. Teachers can teach listening and speaking at the same time as they are integrated. The data shows that most of the teachers are not confident in teaching speaking and listening. This result is in line with the data of professional competence survey. Most of the teachers assess themselves insufficient in English speaking and listening skills. Fajrinur (2019) found out that teachers' appraisals and self-efficacy can influence teachers' job. Summing up, the teachers' believes can affect teachers' teaching performance.

There are some techniques that can be used by teachers to teach listening skill to elementary school students. Students may not be able to stay focus on listening learning activity. Thus, teachers should make interesting listening activity. Putri (2018) suggests that

teachers can use nursery rhyme to encourage students to improve their English listening skill. She finds out that nursery rhymes can make students enjoy listening activities.

CONCLUSION

English at elementary school should be taught with appropriate method suitable for young learners. The homeroom teachers should be facilitated with a professional development program that can improve their English teaching skill. Thus, this research is aimed at discovering an appropriate teacher development program that meet teachers' teaching needs, focusing on professional and pedagogical competence, this research is conducted to analyze the needs of the English teacher professional development program through self-assessment. In terms of professional competence, the result shows that most of the teachers are in below average level of speaking and listening skills. Meanwhile in pedagogical competence, many teachers assess themselves that they are insufficient of determining English teaching method, learning activities, and English assessment suitable for young learners. Based on the self-assessment, teachers have low proficiency on applying various learning activities, giving appropriate English assessment, teaching speaking and listening. The result of this research expected to be able to give contribution on the improvement of English teaching at elementary school level by facilitating teachers with suitable teacher development program that meet their teaching needs.

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