

# strengthening teacher pedagogical competence

*by* Syafiul Anam

---

**Submission date:** 29-Apr-2020 04:33PM (UTC+0700)

**Submission ID:** 1310997888

**File name:** Strengthening\_EFL\_Pre-Service\_Teacher\_s\_Pedagogic\_Competence.pdf (754.94K)

**Word count:** 2395

**Character count:** 13434



**ARIN INAYAH**

*English Teaching Instruction for Non-English Learners*

**MUHAMMAD FARHAN RAFI**

*Teaching Speaking with Reader's Theatre*

**NOVI RAHMANIA AQUARIZA & SYAFIUL ANAM**

*Strengthening EFL Pre-Service Teacher's Pedagogic Competence  
Through Extensive Reading*

**NANIK SRI RAHAYU**

*The Representative Activities of Multiple Intelligences in English Textbook  
'When English Rings a Bell' for 8<sup>th</sup> Graders*

**RINA SARI & NOVERITA WAHYUNINGSIH**

*Utilizing Business Game for Improving Students'  
Speaking Proficiency in Economics Faculty*

**LULU LAELA AMALIA**

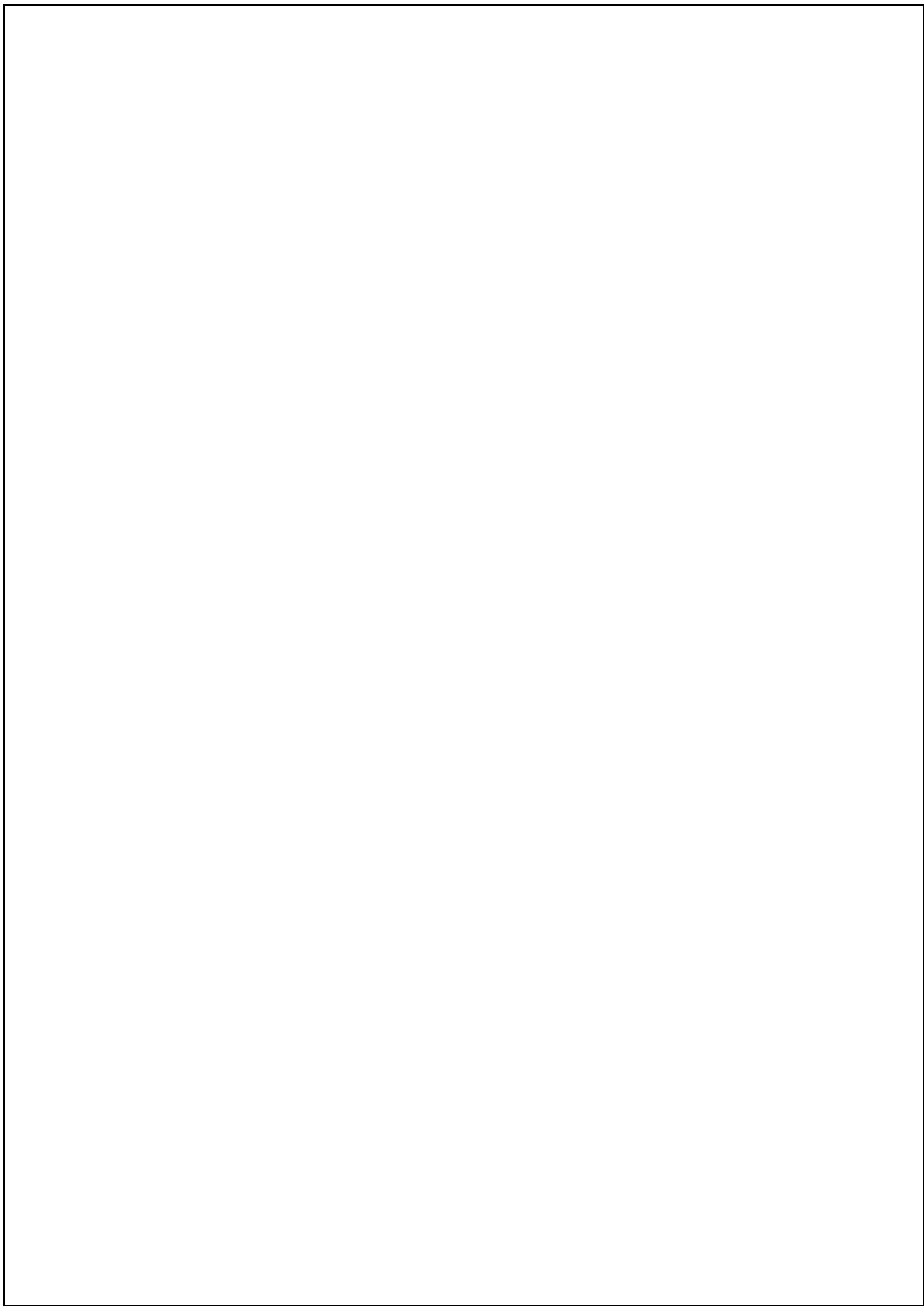
*Reflective Practice and Self-Identity as Parts of Professional Development: A  
Survey in a Tertiary Level*

**RIRYN FATMAWATY & PUTRI AYU ANGGRAINI**

*An Analysis of English Word Formation Processes  
in Beats Apart Novel by Alanda Kariza  
and KevinAditya*

Diterbitkan oleh:

Fakultas Keguruan dan Ilmu Pendidikan  
Program Studi Pendidikan Bahasa Inggris  
Universitas Islam Lamongan





**DEWAN REDAKSI**

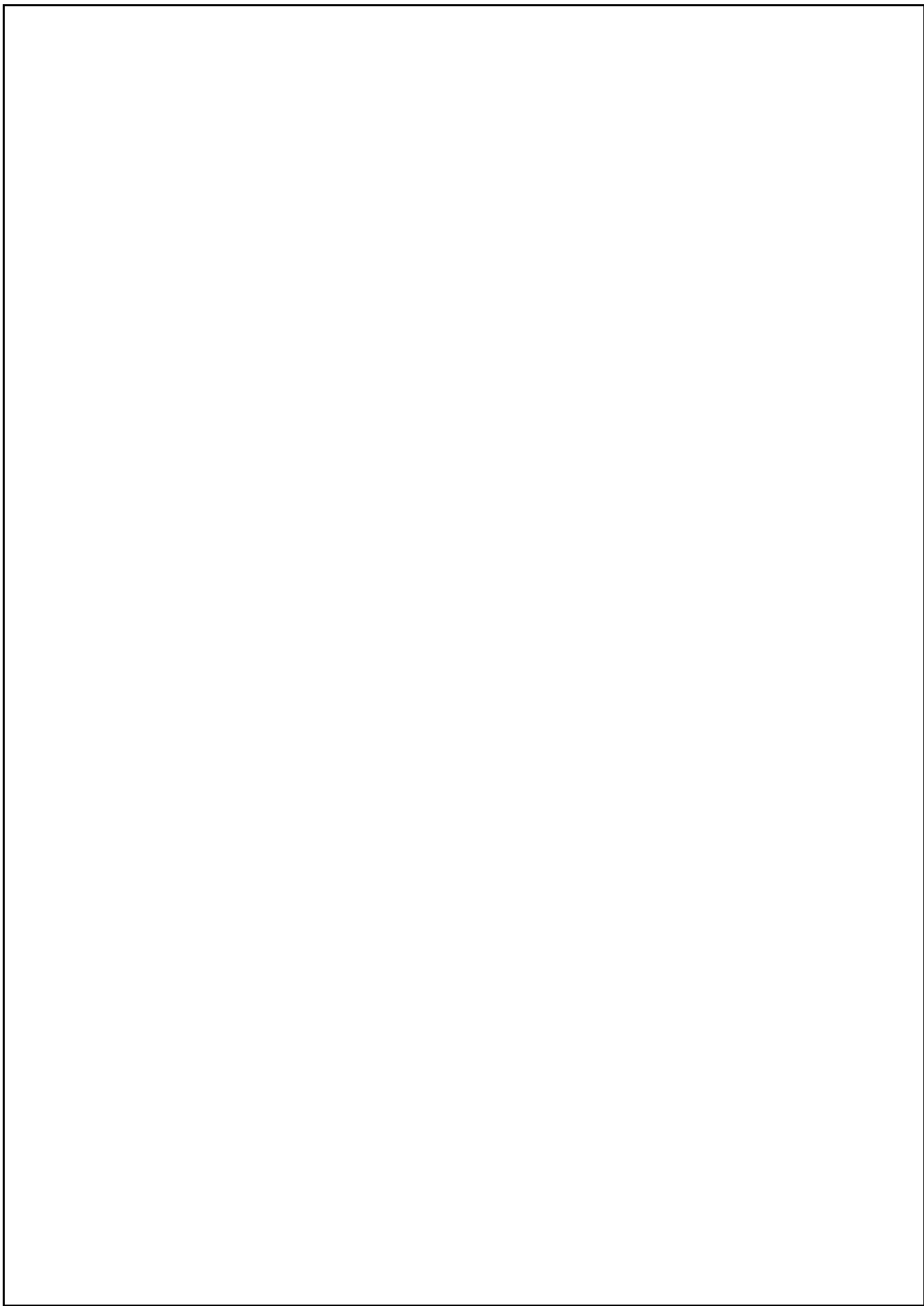
|                           |                                                                                                                                                                                                                                                                        |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Penanggung Jawab</b>   | : Dr. Madekhan, S.Pd., M.Si.                                                                                                                                                                                                                                           |
| <b>Ketua</b>              | : Abdullah Farih, M.Pd.                                                                                                                                                                                                                                                |
| <b>Sekretaris</b>         | : Tiara Retno H., M.Pd.                                                                                                                                                                                                                                                |
| <b>Editor Manajemen</b>   | : 1. Dian Luthfiyati, M.Pd.<br>2. Diah Astuty, M.Pd.                                                                                                                                                                                                                   |
| <b>Editor Tata Kelola</b> | : 1. Riryn Fatmawaty, M.Pd.<br>2. Hariyanto, S.Pd., M.Ip.                                                                                                                                                                                                              |
| <b>Reviewer</b>           | : 1. Dr. Like Raskova Octaberlina, M.Ed.<br>(UIN Maulana Malik Ibrahim Malang)<br>2. Siti Nurul Azkiyah, Ph.D.<br>(UIN Syarif Hidayatullah Jakarta)<br>3. Sastika Seli, S.Pd., M.A.<br>(STKIP Lubuk Linggau)<br>4. Ayu Oktaviani, S.Pd., M.A.<br>(STKIP Lubuk Linggau) |

**PENERBIT**

**6**  
Fakultas Keguruan dan Ilmu Pendidikan  
Program Studi Pendidikan Bahasa Inggris  
Universitas Islam Lamongan

**KANTOR**

Fakultas Keguruan dan Ilmu Pendidikan  
**8**  
Gedung A Universitas Islam Lamongan  
Jl. Veteran No. 53 A Lamongan  
Telp. (0322)324706/ 317116.  
Email: fkipunisla@gmail.com





**ARIN INAYAH**

*English Teaching Instruction for Non-English Learners (117-126)*

**MUHAMMAD FARHAN RAFI**

*Teaching Speking with Reader's Theatre (127-133)*

**NOVI RAHMANIA AQUARIZA & SYAFIUL ANAM**

*Strengthening EFL Pre-Service Teacher's Pedagogic Competence  
Through Extensive Reading (134-137)*

**NANIK SRI RAHAYU**

*The Representative Activities of Multiple Intelligences in English Textbook  
'When English Rings a Bell' for 8<sup>th</sup> Graders (138-147)*

**RINA SARI & NOVERITA WAHYUNINGSIH**

*Utilizing Business Game for Improving Students'  
Speaking Proficiency in Economics Faculty (148-159)*

**LULU LAELA AMALIA**

*Reflective Practice and Self-Identity as Parts of Professional Development: A  
Survey in a Tertiary Level (160-163)*

**RIRYN FATMAWATY & PUTRI AYU ANGGRAINI**

*An Analysis of English Word Formation Processes  
in Beats Apart Novel by Alanda Kariza  
and KevinAditya (164-182)*

## STRENGTHENING EFL PRE-SERVICE TEACHER'S PEDAGOGIC COMPETENCE THROUGH EXTENSIVE READING

Novi Rahmania Aquariza, Syafiul Anam

novi.17070835065@mhs.unesa.ac.id, syafiul.anam@unesa.ac.id  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Nahdlatul Ulama Surabaya

### ABSTRACT

In this article a brief explanation of what Extensive Reading is presented. The article starts by presenting the common idea of what Extensive Reading is. Then the possible advantages and obstacles of it are also presented as well as the previous study related. Then, the origin of pedagogic competence stated in line with the implementation of how to apply the Extensive Reading in the teaching and learning process are also detailed in the end of this article.

**Keywords:** *Extensive Reading, Pedagogic Competence*

### INTRODUCTION

A successful teaching and learning process can be identified when students show their active performance in class interactive activity. It reflected that the students have a sufficient knowledge to answer or give a feedback to teacher's act in a class. This also happen when the teacher successfully encourages their activeness through strategies applied.

To make above indicators of successfully teaching and learning process becomes true, the teacher as a facilitator has a role to build an atmosphere which motivate the students to be active in class. It can be teacher's teaching way or another alternative, which is an effort to ask students to read; in order to enrich their knowledge. This is an independent way in learning, conducted by the students. Thus the teacher has a role to motivate the students to read and help them to set the target about what to read and also the timeline. When the students have sufficient knowledge and also the self confidence, they won't feel reluctant to be active in a class.

Based on the above statements, this article will give a brief suggestion related to the way lecturer motivate the EFL Pre-Service Teacher to conduct an independent reading activity in order to enrich their

pedagogic knowledge. The EFL Pre-Service Teacher has to mastery the teaching simulation which needs such pedagogic knowledge thus an Extensive Reading chosen as a way to facilitate the students in strengthening their pedagogic competence.

### *Extensive Reading*

Reading is a very important skill in learning languages, for one's education and also future career (Channuan and Wasanasasomsithi in Yulia, 2018). There will be differences between students who have a good reading habit with the student who hasn't a reading habit. It can be seen from their interactive performance in class. In addition, reading is the most emphasized skill in teaching traditional foreign languages and has become a mainstay of EFL teaching in many countries. (Susser and Rob in Yulia, 2018). Because of less language exposure that is owned by foreign language students, Extensive Reading is considered to be appropriate to promote motivation in reading a compatible language. (Yulia, 2018).

The purpose of Extensive Reading is encouraging the students to read the material extensively which interests them as well as to develop cognitive in reading

comprehension (Channuan & Wasanasomsithi in Yulia, 2018). It is very important for students to do, because class setting sometimes doesn't give them an opportunity to read. So, having a reading activity outclass is so much helpful for them. Extensive Reading means a reading activity of many materials, the level of which is appropriate for the reader, and more importantly, they are free to choose it themselves. (Brown, 2012).

The research conducted by Sun (2014) implemented an online Extensive Reading program through a digital classroom. It proposed for elementary students and used an online writing as a follow up activity after the implementation of Extensive Reading. The researcher analyzed the data both qualitative and quantitatively to find out scores from the teacher as judges, comments from classmates and writing speed data observed by a system. The result concluded as the Extensive Reading is not only has a function to promote interest in reading, but also to cultivating the ability to write as well. Because of its conducted in an online form, thus the researcher suggest to another researcher to conduct a typical research but in a paper form.

Another research discussed about Extensive Reading in Japan conducted by Hitosugi (2014) in a course. It held on ten weeks and be a part of curriculum there. After accomplishing the program, he distributed two types of questionnaires, affective questionnaires and ability questionnaires to measure students' comprehension in reading. Both found that it was effectively improve students' motivation for learning.

Those two researches about are different from the research conducted by Imrie (2007). The Extensive Reading in this research provided by a delivery system library. Thus the teacher brought books from library into the class. The students borrow around three books in each week and do this activity for one

semester or over 13 weeks. The teacher had a record of it in order to control what students read and also its quantities.

Related to the previous research, this article will also discuss the possible implementation of Extensive Reading. Things that make this study different from the research above are the Extensive Reading here can be applied on the sixth grade EFL Pre-Service Teacher. The idea to conduct this Extensive Reading is preparing the EFL Pre-Service Teacher with the pedagogic competence needed for their teaching situation someday.

### **Pedagogic Competence**

Pedagogic competence is an ability that should owned by a teacher. It involved the ability to identify students' characteristics seen from different aspect such as physics, moral, social, culture, emotion, and also intellect. Thus, it can be described as the whole knowledge, skill and attitude shown in a set of responsible smart actions owned by someone whose profession is a teacher. (Sarimanah, 2016)

The followings are various indicators of the teacher's competence in teaching:

1. Teacher as a planner who prepares everything that will be done in the classroom teaching (pre-teaching problems).;
2. Teacher as an organizer who builds situation gives stimulus, moves and leads the learning process based on the plan, in which he plays a role as a resource, and as a wise leadership consultant who is democratic and humanistic during the teaching and learning process.
3. Teacher as an evaluator, who collects, analyzes, interprets, and assesses the success of teaching and learning process, in terms of the effectiveness of the process and the quality of the product. (Gagne in Sarimanah, 2016)

Based on the above indicators, the teachers will be able to apply an effective learning that can be seen if the teacher can accomplish the learning target. The students are able to accept, understand, and apply well the materials delivered by the teacher. In an effective teaching and learning process the teachers' role is necessary, because the teacher should understand what the students have already known, what they haven't known, and what they should know. It is expected that a teacher able to bring a creative and innovative teaching and learning method that will make the students motivated to study. (Sarimanah, 2016)

In line with the statement above, it is also necessary for the EFL Pre-Service Teacher to complete their knowledge with pedagogic competence thus in the future they will be able to solve the obstacles may appear during teaching and learning process.

## DISCUSSION

### *Strengthening Pedagogic Competence Through Extensive Reading*

The research conducted by Sarimanah (2016) suggested the Lesson Study guidance as means to improve lecturer's pedagogic competence. It can be used as a teaching guidance model for a teacher or lecturer towards the students, and as way to improve teacher's quality and professionalism in facilitating a teaching and learning process.

Different from Sarimanah's way in improving pedagogic competence, another research conducted by Sumani stated the application of Instructional Approach on microteaching class to enrich the pedagogic competence of EFL pre service teacher. It involved the process of preparing lesson plans, implementing and evaluating learning, and also strengthen the pre-services teachers' pedagogical competence in the aspects of introductory and closure skills, explaining, group and

individual teaching, and teaching variation, classroom management, and assessing. (Sumani&Arifin, 2013)

It is known that pedagogical competence is the ability of teachers in managing the students, including understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of diverse students to actualize their skill thus this is very necessary for EFL pre service teacher to mastery it. (Syahrul, 2016)

The possible implementation of Extensive Reading which able to strengthen EFL Pre-Service teacher pedagogic competence are as follows: Giving Instruction, Checking Comprehension and Stimulating.

### *Giving Instruction*

The lecturer gives the instruction to the 6th semester EFL Pre-Service teacher to read independently some scientific and popular articles or books related to the teaching and learning strategies, teaching guidance and maybe kind of popular book of teaching. The lecturer also decides the number of the materials that the EFL Pre-Service teacher has to read. Then, suggest the EFL Pre-Service teacher to create the metrics in order to make them easier classify the important information from the things they've read. The way the EFL Pre-Service Teacher reading independently called Extensive Reading. Therefore, the lecturer together with the EFL Pre-Service teacher makes an agreement about reading target timeline.

### *Checking Comprehension*

After accomplishing the Extensive Reading, there is a follow up activity for the EFL Pre-service Teacher. The aim of this follow up activity is, checking their comprehension in reading through a reflective paper. Thus, the students are free to write their reflection about what they've read. It can be the summary about what

they've read covered in their opinion or maybe suggestion. The lecturer will read and evaluate the reflective paper made by EFL Pre-Service teacher and give some suggestions related.

### ***Stimulating***

This Extensive Reading target is able to strengthen the EFL Pre-Service Teacher's Pedagogics competence. Thus a stimulating is needed to evaluate how far it works. The lecturer then conduct a simulation stage where the EFL Pre-Service teacher practice to do a simulation of teaching in a microteaching form. After doing a simulation, the EFL Pre-Service Teacher has to reflects their performance towards the materials they've read before. It is expected that the materials they've read are able to make their simulation better thus the Estensive Reading is effective to strengthen EFL Pre-Service Teacher's pedagogic competence.

### **CONCLUSION**

Pedagogic competence is necessary to be mastered by the EFL Pre-Service Teacher. It has a function to help them to solve some obstacles may appeared in their teaching and learning process someday. There are many ways to strengthen EFL Pre-Service Teacher's pedagogic competence based on the previous studies. This article focus on the idea of having an implementation of Extensive Reading to strengthen EFL Pre-Service Teacher's pedagogic competence. The steps related to the implementation of Extensive Reading for EFL Pre-Service

Teacher such as: Giving Instruction, Checking Comprehension and Stimulating. The detailed of it hopefully able to give the benefits for both lecturer and EFL Pre-Service Teacher for a better teaching and learning process.

### **REFERENCES**

- Hitosugi, Claire Ikumi. 2004. "Extensive Reading in Japan." *Reading in a Foreign Language Journal*. Vol 16, No, 1, April 2004.
- Sarimanah, Eri. 2016. "Improving Lecturers' Paedagogic Competence through the Implementation of Lesson Study in Faculty of Teacher Training and Education Of Pakuan University, Indonesia." *JETL Journal* Vol. 1 No. 2 September 2016. Page 51-55
- Sun, Zhong. 2014. "an Extensive Reading Strategy to Promote Online Writing for Elementary Students in the 1:1." *CALL Journal*. <http://dx.doi.org/10.1080/09588221.2014.974860>
- Syahrul, M. 2016. "The Analysis of Pedagogical Competence of The English Teachers' of the Second Grade Student at MTS Negeri 1 Jeneponto in Teaching English." UIN Alauddin Makassar: Unpublished Thesis.
- Yulia, Made Frida. 2018. "Extensive Reading for Indonesian University Students: an Alternative Framework for Implementation." *LLT Journal*. Vol 21, No, 2, October 2018.

# strengthening teacher pedagogical competence

## ORIGINALITY REPORT

20%

SIMILARITY INDEX

20%

INTERNET SOURCES

2%

PUBLICATIONS

%

STUDENT PAPERS

## PRIMARY SOURCES

1

[docplayer.net](https://docplayer.net)

Internet Source

10%

2

[pt.scribd.com](https://pt.scribd.com)

Internet Source

2%

3

[eprints.iain-surakarta.ac.id](https://eprints.iain-surakarta.ac.id)

Internet Source

1%

4

[sintadev.ristekdikti.go.id](https://sintadev.ristekdikti.go.id)

Internet Source

1%

5

[ejournal.upi.edu](https://ejournal.upi.edu)

Internet Source

1%

6

[text-id.123dok.com](https://text-id.123dok.com)

Internet Source

1%

7

[sinta3.ristekdikti.go.id](https://sinta3.ristekdikti.go.id)

Internet Source

1%

8

[fr.scribd.com](https://fr.scribd.com)

Internet Source

1%

9

[media.neliti.com](https://media.neliti.com)

Internet Source

<1%

---

Exclude quotes      On

Exclude bibliography      On

Exclude matches      < 9 words

# strengthening teacher pedagogical competence

## GRADEMARK REPORT

FINAL GRADE

/10

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9