

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter researcher discuss and elaborates some theory which related to the study. The discussions focus on profile, characteristic of good teacher, learning English language, characteristic of young learner and previous study.

A. Definition of profile

Profile is The identity of the individual or organization that provides information to those in need, with a view to identify, understand, and learn about the individual or organization. According to Horby (1974:667) profile is side view, edge or outline. Meanwhile, Richards (1999:293) profile is a graphic representation of scores or variables of an individual or group on a number of test or measures for the purpose of comparison. From definition and opinions of experts it is understandable that the definition not much difference that the profile is a description of an outline depending on which view it. In term of the profile of art can be described as a picture or sketsa look for a person`s face seem from the side. Meanwhile, in term of statistical profile is collection of data is something that described in the form of graphics and tables. In this research, the mean of profile is something that teachers have that are appropriate and good for reflecting on other teachers.

B. Definition of Good Teacher

In this research, means of good teacher is professional teacher who teach in Elementary school. Teacher as the pioneer of successful teaching has to do the

task of education. Ideally, in teaching teachers have to have good competence especially pedagogic and professional competence to support their teaching. Besides that, pedagogic and professional competence takes an important role in teaching. By having in teachers can more confidence to handle teaching and learning process. In addition, the teachers have to have personal and social competence. Kay (1999:20) says that, professionalism describe the quality of implementation. So that they can be a model and can build a good relationship with their students and school society. Therefore, a professional teachers must show good pedagogic, professional and social competence in teaching.

1. Pedagogic competence

Pedagogic competence is ability to convey material, to manage situation in class, evaluate and to score. Teacher has this capability by learning in university. Depdiknas (2004:3) mention this competence with learning management competence. Besides pedagogical learning management capabilities also include an understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize their potential.

There is sub competence in pedagogic competence:

- a. Understand to students deeply covering understand to students with utilize cognitive principle, personality principle, and identification the beginning material students.
- b. Designing learning, including understanding the educational foundation for the sake of learning which includes understanding educational foundation, applying the theory of teaching and learning,

determine the learning strategies based on the characteristics of learners, competency to be achieved, and teaching materials, as well as the drafting of learning based on the strategy selected.

- c. Doing teaching learning include organize setting learning and doing good teaching learning process.
- d. Designing and implementing a learning evaluation which includes designing and implementing evaluation learning process and results on an ongoing basis with a variety of methods, analyzing the results of the evaluation process and the learning outcomes to determine the level of mastery learning and utilizing the results of assessment of learning for quality improvement learning programs in general.
- e. Developing learners to actualize its potential includes facilitate learners to develop various academic potential, and facilitate learners to develop a range of academic potential.

According to Mulyasa (2002:75), pedagogic competence is the ability to manage learning which involves the ability to understand the learner, planning and implementing, evaluating, and developing the learner.

- a. Ability in managing learning

Generally, in managing learning teacher have three managerial functions such as planning, implementing and evaluating. In planning teacher has to able to take appropriate decision to manage learning source to make basic competence and achieve the purpose of learning.

In the process of teaching and learning teacher has to be able to

influence the learner such as giving motivation and illustration to the learner to make their personal competence and achieve the purpose of learning. Then, the purpose of evaluating is to guarantee the performance which is achieved based on the purpose that has been determined.

b. Understanding toward the learner

In this context, teacher at least has to understand about intelligence, creativity, abnormal physic, and cognitive development. Teacher has to understand that every learner has different intelligent one to another. Therefore, teacher has to know what they should do toward their learner who has low, standard or high intelligence. Besides that, generally teacher has to create good condition by giving belief, self direction, interesting activities such as quiz and give them opportunity to solve problem faced by them. For abnormal learners, teacher has to be more patient in giving services in order to help them develop their personality. Furthermore, teacher has to understand about the intellectual development and determine cognitive activities to their learner so that it can help teacher to do task as the educator and determine the result of learning such as giving test.

c. Planning learning

It covers three activities that is identify need, competence, and arranging program of learning. The purpose of identifying need is to motivate learner in order to make them feel that teaching and learning is part of their life. It can be done by support them to reveals their need

in doing activity in the process of teaching and recognize environment as the source of learning to fulfill their need in learning. Besides that, competence has to be arranged as clear as possible toward material which must be learned, determine method and media and also guidance to evaluate. The important thing in arranging program of learning is lesson plan. It is a system consists of some components that related each other to reach the purpose and make competence.

d. Learning implementation

Generally, learning implementation covers three things: pre-test, process and post-test, it has important function such as preparing the learning to follow process of teaching and learning, to know the students progress related to process of learning which has been done, to know basic knowledge of learner and to find out there the process of learning should be started. In learning process, it can be said success if all of the learners or most of them can be active physically, mental or social, they are more interesting and have big confidence in learning, and their competence and their behavior better. In the end of learning, to know the result of learning it can be done by giving post test. The function are: 1) to know the purpose and basic competence which mastered by the learner, 2) to know who can continue or follow remedial in learning end 3) as guidance to revise process of learning including in planning, implementing and evaluating.

e. Using technology in learning

Nowadays, using technology in educating and learning is to make teaching and learning process easy and effective. It means, teacher is demanded to have ability in using and preparing material through computer which can be accessed by the learner. In other words, teacher is demanded to have ability in organizing, analyzing, and choosing appropriate information which is related to achieve the purpose of learning by using computer. Teaching by using technology can support the teaching and learning process in order to make competence, display data, information, and material learning.

f. Evaluating of result learning

Class evaluation can be done by giving daily test, general test and final test. Daily test can be done in the process of teaching and learning for the teacher to know the learner's achievement in a certain competence or lesson. Minimal, it can be done three times in every semester. The purpose is to revise the program of learning but it is also possible as a consideration to give evaluation toward their learner. General test is done in the end of semester to improve the quality of education. Meanwhile, final test is done in the end of education program. It is used to determine the learner graduate and continue their study or not. Class evaluation is done by teacher to know the progress and result of study or not. Class evaluation is done by the teacher to know the

progress and result of study their learner, diagnose their difficulty, give feedback and revise the process of teaching and learning.

Meanwhile, Jamal (2009:65) states that, pedagogic competence is teacher ability to manage learning process, at other pedagogic competence also use to help guide and lead learners. According to Permendiknas number 17, 2007 in Jamal (2009: 65-66) there are ten indicators of pedagogic competence:

- a. Can control characteristic learners from many aspect, physic, moral, spiritual, social, culture, emotional and intellectual.
- b. Can control learning theory and educational learning principle.
- c. Develop curriculum who subject they master.
- d. Doing educational learning.
- e. Utilize information and communication technology to teach the students.
- f. Facilitate the development of potential learners to actualize various potentials.
- g. Communicate effectively and politely with students.
- h. Doing scoring and evaluating in teaching learning process.
- i. Utilize the assessment and evaluation for the sake of learning.
- j. Doing reflection to improve learning quality.

2. Professional competence

Professional competence is the ability of mastering learning material widely. According to Endang Komoro in Jamal (2009:158),

professional competence is the ability associated with adjustment of duties - duties as an educator because it relates to the performance, therefore, the level of professionalism of educators can be seen from the following competences:

- a. The ability to master educational foundation, for example understanding the purpose of education is to be achieved both national objectives, institutional, curricular and learning objectives.
- b. Understand in psychology education, for example understand with students development, understand about learning theory.
- c. The ability in mastering subject who they taught.
- d. The ability to apply the methodology and learning strategies
- e. The ability to construct various source learning.
- f. The ability to manage in evaluation in learning.
- g. The ability to preparing learning program.
- h. The ability to implement the support element, for example, administration, guidance counseling.

Meanwhile Mulyasa (2002:135) explains that, the scope of professional competence is understand and be able apply the base of education, theory of learning based on the grade of learner, method in learning, be able to develop and use the relevant equipment, media and source of learning, be able to organized and implemented learning program, and apply the evaluation.

a. Understanding the kind of learning material

Teacher has to be able to determine the relevant material based on the need and ability of the learner. To choose and determine standard material, teacher should be considers the following criteria such as validity, benefit, relevance, interest and satisfaction. To relate material with the purpose or competence that will be achieved, it can be done by classifying the material with cognitive domain (knowledge), affective (behavior), and psychomotor (skill). Then, I developing material need to consider the following variable: 1) type of learning, 2) choosing media, and 3) role of teacher in developing and delivering material.

b. Formatting material of learning

To make teaching make learning effective and interesting, the material of learning has to be arranged as detail as possible and it can be done by using the procedures: 1) arrange the standard and basic competence which is classified based on the lesson which will be developed, 2) develop standard and basic competence into indicators to develop standard material, 3) develop the scope and formation to each competence. Material is needed o achieve the purpose of learning and it has to be arranged into theme and sub theme based on the competence and purpose of learning.

c. Organizing the material of learning

The main task of teacher is deliver information to the learner. Besides that, she/he is as designer, implementer, and evaluator the

material of learning. In this context, teachers are demanded to have ability which is able to organize and deliver material of learning and teaching learning process. It can be done through elaboration theory which provides the material starting from general, important, simplest as core. In organizing material of learning need to consider the following point: 1) material has to appropriate with the grade of learner, 2) have meaning and advantage toward the learner in the daily life, 3) make the learner being active to do activities, and 4) flexible based on learner's need and environment.

d. Using source of learning

Teacher is demanded not only to use source of learning in the school but determined to learn from any sources such as magazine, newspaper or internet also. Generally, using source of learning give advantages: 1) to develop the knowledge toward learning process, 2) give illustration and example related to learning and 3) giving guidance, and description about what has been taught with other knowledge.

e. Choosing and determining material of learning

In choosing and determining material, teacher has to consider the following principle: 1) orientation toward purpose and competence means in developing material of learning must be directed to achieve purpose and make competence of learner, 2) relevance means material has to based on need, condition, grade of learner, science development and technology, 3) efficiency and effective

means material has to be arranged by consider efficiency principle in order to achieve maximize result beside improve the success full of learner, 4) essential means basic material given to make competence of learner so that other material can be easy to understood, 5) flexible means material can be changed, completed or decreased based on situation and ability, 6) continuing means material is arranged continually so that can complete each other, 7) validity means teacher has to sure that the material which is given Is valid, 8) the importance of material means material which is given o the learner has to have advantages to them and relevant with their need, 9) interest mean material is not only interesting but motivate them in learning so that they can continue o develop ad recognize their skill, 10) satisfaction means result study of the learner can be really given advantage to be used and practiced in their life.

3. Personal competence

Personal competence is the teacher ability come from them self to be a good teacher. According Mulyasa (2002:117) reveals that personal competence is the personal ability which is mature, steady consistent, and wise, have good behavior and can be a model for the students. Meanwhile, Naim (2011:57) says that, teachers are able to enlighten the students certainly has the competence as a professional teacher. Teacher personality has big influence toward the successful of education especially in teaching. It is needed and important to crate the learner personality.

Personal competence has role and function for learner in order to prepare and develop them in society and country. Every teacher is demanded to have personal competence and it is not only to make teaching and learning useful but also to tool to make competence and improve personal quality of the learners.

Besides that, teacher has to be brave to have different personality from other because the teacher personality can give influence the students such as making the students is happy for comfortable. But, if the teacher has bad personality such as using inappropriate cloth or others, it can make hem lazy or unmotivated to study so that teachers have to be able to control their emotional when teaching. The stable emotional is needed especially from teachers. If they are easy to be angry, it will make the learner afraid with him/her so that the learners have less motivation or uninterested in following lesson.

4. Social competence

Social competence is the ability from teacher in communication not only with students and other teacher but ability communication with people around the school. Mulyasa (2002:173) explain that social competence means the ability of teacher as part of society to communicate effectively with the learners, the other teachers, parents and school environment. Meanwhile, Jamal (2009:149) says that, social competence is the ability from teacher as a part of society to associate with other people effectively with learners who at least have the competence to:

- a. Communication orally, writing and sign.
- b. Using communication and information technology as funktionalization.
- c. Associated effectively with students, same teacher, and parent of students.
- d. Associated as good manners with society around the school.

Teacher are demanded to have social competence not only is limited in the school but also outside the school. Social competence of the teacher has important role as human - human being who lives in the society and also need the ability to communicate with other. In addition, social competence of teacher is the ability to prepare the learners to be good member of society and be able to educate and guide the society to face future lives and also good model to society.

From the explanation above shows the pedagogic, personal and social competence has strong relation each other. By having those competences, the advantages not only felt by the teacher but students also, for teachers, they are easier to plan, conduct and evaluate teaching and learning process based on the competence and objective of learning. Besides that, they know what should be done to make teaching an learning successful such as understanding the types of material, organizing material, arranging material, using technology in learning, and choosing and determining appropriate material. Meanwhile, for students, they will be easier to understand the material, more interesting in learning, motivated to do many activities, they can also develop their creativity.

C. Definition of Young Learner

Elementary students are categorized into young learner. In this period, young learner like to spend their time to play game, making friends peers, curious with something new, and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them. According to Suyanto (2010:17), the characteristic of young learner that is the children like studying by game that can make the children have motivation to study English lesson. Cameron (2001:1) says that, children are often more enthusiastic and lively as learners. Meanwhile, according to Scoot & Lisbeth (2010:1) divided the children into two main groups throughout the book – the five to seven years old and the eight to ten year olds. Scoot and Lisabeth assuming that, the five to seven year olds all at level one, in the beginner stage. The eight to ten years old may also be beginners, or they may have been learning the foreign language for some time.

Characteristic of five to seven years old children by Scoot & Lisabeth (2010:1-2) is:

- a. They can talk what they are doing
- b. They can tell you about what they done or heard.
- c. They can plan activities
- d. They can argue for something and tell you why they think what they think
- e. They can use logical reasoning
- f. They can use their vivid imagination
- g. They can use wide range of intonation patterns in their mother tongue
- h. They can understand direct human interaction.

Children characteristic of eight to ten years old by Scoot and Lisabeth

(2010:3-4) is:

- a. Their basic concepts are formed. They have very decided views of the word
- b. They can tell the difference between fact and fiction.
- c. They ask question all the time
- d. They rely on the spoken word as well as the physical word to convey and understand meaning
- e. They are able to make some decision about their own learning
- f. They have definite views about what they like and don't like doing.
- g. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher decision.
- h. They are able to work with others and learn from others

Other characteristic of the young language learner by Scoot and Lisabeth

(2010:2) is:

- a. They know the world is governed by rules. They may not understand the rules, but they know that they are there to be obeyed, and the rules help to nature a feeling of security.
- b. They understand the situation more quickly then they understand language used.
- c. They use language skills long before they are aware of them.

- d. Their own understanding comes through hands and eyes and ears. The physical word is dominant at all times.
- e. They are very logical – what you say first happen first.
- f. They have a very short attention and concentration span.
- g. Young children sometimes have difficulty knowing what is fact and what is fiction.

Characteristic of young learner according to Suyanto (2010:15-19) is:

- a. Generally, children ages 5-7 years old have egocentric attitude, they like to connect what they learn or do with themselves.
- b. They find it difficult to make a difference between concrete and abstract.
- c. They tend to be imaginative and active.
- d. They are easily bored. They have a low concentration level.
- e. They like to do tasks that have pictures and are colorful, it can make them happy.
- f. They like stories and games.
- g. Young learners like to do the task by themselves.
- h. In ages 8-10 years old enough to have awareness and readiness to speak.
- i. They like to do interaction with their friends.
- j. At the last, elementary school students are the thinkers.

Meanwhile Nunan (2011:4-5) says, young learners have ages three until fifteen years old. Characteristic of young learners according to Nunan is:

- a. Children are at pre-school or in the first couple of years of schooling.

- b. Generally they have a holistic approach to language. Which means that they understand meaningful messages but cannot analyze language yet.
- c. They have lower level of awareness about the process of learning.
- d. They have limited reading and written skills, even in their first language.
- e. Generally, they are concerned about themselves than others.

D. Previous Studies

Rukmini (2011) notice that the profile of a good teacher for elementary school. She using questionnaire to collect data by subject research, and the subject of the research is students elementary school class IV until VI. The result of the research about profile of good teacher for elementary school is, teacher who has an exemplary attitude, has good communication, can give good motivation to students, have good lesson plan, mastering the learning material, and can give score who appropriate with students ability.

Amsori (2011) make research about profile Islamic subject teacher and the result of the research about profile of good Islamic teacher is, teacher must have good attitude, have lesson plan, mastering learning material, and The effective character of teachers has an impact on the quality of education.

Rosidah(2008) was using quantitative research, she using field research, and e research is head master, teacher and students class XI MAN 1 Yogyakarta. She collected data by using interview, questionnaire, and observation.

Those previous studies above use as references for the writer in conducting this research and also as the comparison between those relevant studies with the study conduct this time. The research is a study on profile of

English for young learner (EYL) teacher in Durenan district Trenggalek regency. The difference from previous studies researcher will find the profile of English for young learner (EYL) teacher in Durenan district Trenggalek regency by using qualitative research. The researcher using qualitative research because to give a deeper or more complete explanation about the profile of english teacher for young learner. The subject of this research is English teacher for elementary school in Durenan district, Trenggalek regency.