

Teachers' Competence in Teaching English to Young Learners Using Syntactic Approach in *Kota Lhokseumawe*

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ABSTRACT

Teaching English at primary school is difference from teaching English at junior or senior high school because the teacher must really pay attention on the students characteristics. The English teacher must have English background and have ever had training on ways of teaching EYL. This TEYL (Teaching English for Young Learners) program is necessary to be well prepared. Qualified and competent teachers are necessary to be prepared for the implementation of this curriculum. In delivering the materials, they must have competences or abilities in mastering the materials especially on the use of good English pattern to make the young learners familiar with the language. This research is aimed at investigating the EYL teacher competence namely pedagogic and professional competences using syntactic approach especially at the high level class students of primary school in Kota Lhokseumawe. The method used in this research is called descriptive survey research. According to Ary Donald descriptive survey research is divided into some classification based on their focus and scope (census and sample surveys) or according to the time frame for data collection (longitudinal and cross-sectional surveys). The population of the research were all primary schools in Kota Lhokseumawe, while the sample were only fourteen schools who still applied English as the subject or local content. The result of the research shown that pedagogic and professional competences of EYL teachers in teaching English using syntactic approach shown us that from 14 respondents is 100%, or all of respondents obtained the result of very good. It means that most of EYL teacher in Kota Lhokseumawe who implemented English as local content had fulfilled the criteria of very good.

Keywords: Pedagogic Competence, Professional Competence, TEYL, Syntactic Approach

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INTRODUCTION

Teaching English to young learners has been started since 1992 in Indonesia, but it is not a must for the school to apply English as one of the subject taught. It means that English at primary school is not the compulsory subject, it is part of local content subject. English at elementary school as the local content subject was promoted by the policy of Ministry of Education and Culture Number 0487/4/1992, Chapter VIII, which stated that schools could add the basic subjects in the curriculum, as long as the lesson was not contrary to the national education goals. Then a year later, this policy had been followed by the Decree of the Ministry of Education and Culture Number 060/U/1993 dated February

25, 1993 about the possibility of the English program as a local content in elementary school that could be started in the 4th grade.

Musthafa (2010) argued that the policy of decentralization of education in Indonesia had encouraged local governments to make their own decisions relative to some portion of curricular space in the form of the use of some learning hours for what has become known as a local content. As a result of this decentralization policy, many districts and city governments were interested in teaching English to young learners (EYL). This was evidenced by the increasing number of elementary schools which offered English classes at the primary school level.

Nowadays, most of primary schools in Indonesia offered English subject as a local content starting at the fourth grade (aged nine to ten); and some other primary schools even started implementing English at first grade. It becomes a new trend in which schools offered English instruction before grade four. Language policies introduced English to young learners at earlier ages, and the educators look for the most effective ways of teaching it. In line with the introduction of foreign languages to young learners, it is necessity for the government to prepare the teachers of EYL who had good understanding on this specific English (Vojtcova, 2008).

In some cities in Indonesia, English is taught at primary school based on the policy of mayor for example the policy of mayor of North Sumatera that is said that "*Bahasa Inggris diajarkan sebagai mata pelajaran muatan lokal wajib di jenjang Pendidikan Sekolah Dasar/Madrasah Ibtidaiyah/Sekolah Dasar Luar Biasa Negeri dan Swasta, Pembelajaran bahasa Inggris pada jenjang pendidikan Sekolah Dasar/Madrasah Ibtidaiyah/Sekolah Dasar Luar Biasa Negeri dan Swasta di berikan selama 2 (dua) jam dalam 1 (satu) minggu, dan Peningkatan kedalaman dan keluasan penguasaan materi bahasa Inggris dapat dilaksanakan melalui kegiatan ekstrakurikuler*". Based on that statement, it can be understood that English at some cities in Indonesia had been taught since the fourth class and it was function as local content and it taught for two learning hours in a week and for the reinforcement can be done through extra curricular activities. Those policies also happened in Kota Lhokseumawe. But this one was for KTSP curriculum, but since the government applied 2013 curriculum, the government seems to give authority to every school or to every headmaster of primary school in kota Lhokseumawe to choose English as local content or not to choose it.

Infact, based on observation and interview done by the researcher to some headmasters in Kota Lhokseumawe, it was found that about 35% of primary school in Lhokseumawe chose English as one of their local content subject and the rest did not choose English as local content since the application of 2013 curriculum. Most of the headmasters in Kota Lhokseumawe did not choose English because the English teacher who teach in primary school did not have any admission from government. Some of English teachers who taught at primary school had taken decision to move to junior or senior high school to get any admission in teaching since in high school English is function as subject, and English is a must to be taught at every school in Indonesia. Actually, most of them believed that English as one of international language can bring the learners become success in the future or to make easier for them to grasp their ambition as what they want to be by having understood English at earlier age. But, they could not oppose the

policy had been applied by the ministry of education of Indonesia. This condition should not be happened and English should not be treated as second priority in primary school. English should be applied as a subject at all elementary school because English is very important to be used in our daily life in global era. Nowadays, without mastering English, it seems people will leave behind and hard to be competed with other countries in the world for some purposes in building this country become higher in quality in all aspects of life such is in education, business, tourism, fashion, etc.

Eventhough only about 35% schools in *Kota Lhokseumawe* applied English as a subject and some as local content, the English teacher who teach at primary school should be qualified teachers and they must have good competences in term of pedagogic and professional competences. Thus, the government should pay a great attention on the quality of the English teacher to be able to teach young learners relevant to their characteristics because teaching English to young learners is difference from teaching English to adult learners because the teacher must really pay attention on the students characteristics. The English teacher must have English background and have ever had training on ways of teaching EYL.

This TEYL (Teaching English for Young Learners) program is necessary to be well prepared. Qualified and competent teachers are necessary to be prepared for the implementation of this curriculum. There is a need of training for teachers of English at elementary schools. It is a must for an EYL teacher to be qualified in the subject they teach in this English to be a professional teachers. Vale and Feunteun in Suyanto (2009) classified typical points raised by the teachers of English to children, they are : first, teachers with EYL experience, but with no experience of working with children, second, teachers with experience of teaching children, but with little or no experience of teaching English as a foreign language (EFL), and third, teachers who are training to teach EFL, especially for young learners. In Indonesia, there are three types of EYL teachers, they are: 1) classroom teachers who have not been to English teaching college, 2) English teachers who attend English teaching college but have no experience working with young learners, and 3) teachers who have English background and experience working with young learners.

Moreover, Pogolian (2008) stated that teachers of English to young learners need to improve their competences. The competencies that teachers of foreign languages for young learners should have communicative competence in the foreign language, linguistic competence, linguistic-cultural competence and didactic/pedagogical competence.

Based on preliminary study done by the researcher, all of EYL teachers in *Kota Lhokseumawe* are from English background but they have never had any training on EYL. In delivering the materials, they must have competences or abilities in mastering the materials especially on the use of good English pattern to make the young learners familiar with the language. This research is aimed at investigating the EYL teacher competence namely pedagogic and professional competences using syntactic approach especially at the high level class students of primary school in *Kota Lhokseumawe*.

It is hoped that the finding of this research could be beneficial for the world of education especially primary school teachers who teach English at primary school and to increase the theory on TEYL . Thus, this research can be used as a guidelines in presenting

the next coming relevant research. The result of this research can be as a mirror to do self introspection to increase their ability and competence to be professional English teacher for young learners by making themselves familiar with the approach of syntactic in delivering the materials.

LITERATURE REVIEW

1. The Qualification of Primary School English Teachers in *Kota Lhokseumawe*.

The result of observation shown that among more than thirty primary level of schools observed in *Kota Lhokseumawe*, only fourteen of them still apply English as subject and as local content. Most of the schools did not include English anymore in their curriculum after they seriously apply 2013 curriculum, exactly in 2014 till 2015. Based on the interview conducted with some headmaster of the schools who had no English subject in their curriculum, most of them said that they do not have English teacher and when English applied before applying 2013 curriculum namely when they still applied *KTSP* curriculum, English was taught by class teacher whose background were not English teachers but class teachers. Some schools did not apply English as one of local content because English teacher cannot have certification; there is English subject in fulfilling the application. Thus, some English teachers in primary schools moved to junior or senior high schools to find their position and to be able to get certification. The reasons of fourteen headmasters in *Kota Lhokseumawe* who are as decision maker to take policy to still apply English as one of the subject or local content is that English as one of International language should be taught earlier to prepare them to face globalization era; the era where English used as primary language in communication in specific field such as in operating computer, smart phones, otomatic machines and some others.

All of the English teacher in fourteen schools which still apply English had good qualification. Two of them even had gotten magister degree in English, and thirteen of them still have S1 degree. Most of the EYL teachers have never attended the English training for young learners. This indicated that most of them do not have knowledge and skill in teaching English to young learners. They may not be provided with the skill and ability to create the suitable learning, to use various methods and strategies in teaching young learners, to create useful materials, to make English accessible to very young learners and to use fun activities such as song, story and poem in teaching young learners.

English teachers in elementary school need to improve their level of pedagogic and professional competence. To improve the competence, it is important to measure the competence at first. Based on the rule of the Ministry of National Education Number 16 of 2007, four competencies must be owned by teacher, they are: pedagogic, personal, social and professional competence. This article focuses on two competences namely pedagogic and professional competence.

2. Pedadgogic Competence

Before discussing directly on pedagogic competence, it is necessary to discuss about meaning of competence itself. The term "competence" can be defined as the skills, knowledge, attitudes, and motivational variables that form the basis for mastery of specific

situations (Epstein & Hundert, 2002; and Klieme, Hartig, & Rauch, 2008). Houston said that competence ordinarily is defined as 'adequacy for a task' or as 'possession of required knowledge, skills, and abilities'. In this broad sense, it is clear that any mode of instruction aims for competence – for development of well-qualified individuals who possess the required knowledge and skills. English should be introduced through the appropriate activities in the world of children, for example, learning vocabulary and simple sentences about what is on their surroundings or learning while drawing a picture, singing a song, playing a game, and telling a story. If we see the reality, the students of elementary school are assigned to translate difficult phrases and to have the grammar notes with terms that are not understood.

Pedagogical competence can be defined as educational and teaching qualifications. When assessing pedagogical competence, the quality of teaching should be the primary consideration. Scope, breadth and depth are also important, as should the ability to plan, initiate, lead and develop education and teaching, as well as the ability to provide research-based teaching on the basis of research in the relevant subject, subject didactics and teaching and learning in school. The way to do interaction on issues related to teaching and learning process with individuals active both within and outside the class is also included in the concept of pedagogical competence.

The concept of pedagogical competence according to Gliga in Suciu and Mata (2011), it tends to be used with the meaning of minimum professional standard, often specified by law, which should raise a person in fulfilling a particular role of the teaching profession. The emphasis is on understanding pedagogical competence, thus it should fall on the integrated features which outline the ability to solve pedagogical problems and typical pedagogical tasks occurring in situations of real pedagogical activities by applying knowledge, professional and life experience, values and talents in a creative manner so to obtain appropriate and effective results.

According to Spencer in Hakim (2015) competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations. The concept that taking about one's competence required in the learning management called the pedagogical competence. Competence is always related to the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization. Based on that quotation, it can be summarized that pedagogical competence is an educational capability to deliver teaching material based on standard of teaching profession using correct way of introducing concept.

A teacher is someone who has an ability to understand the curriculum, syllabus, method, material, evaluation, etc., and he/she also should be able to create joyful learning activities during the lesson. Besides, teacher is required to have good skills in English which enables him/her to provide the most suitable learning materials for the learners. A teacher must have knowledge on the way to apply several methods and techniques to help students learn better and more effective.

Suyanto (2005) in the inaugural speech writes on a review of the policy implementation of entering English in elementary schools. The first one is on the policy and rationale of English to Young Learners (EYL), the second one is on the theoretical basis of EYL program, the third one is on the reality in the school, the fourth one is on the qualifications of EYL teachers, and the fifth is on the learning device, and last is on the teacher training. Her research that was done in 2005 shown that many teachers do not know how to properly hold the flash cards so that all students can see clearly, how to teach singing, so in a short time (less than 10 minutes) the students are able to sing a song whose words have something to do with their learning materials, how to present an interesting story or a fairy tale using puppets to students, how to give an example or a model for speech and conduct action verbs. Most of the teachers use instructional materials by simply following the order in the book.

Related to those explanation, an EYL teacher must have competences about the way to create a good class atmosphere in teaching young learners. Classroom is a place where young learners should feel at home, feel confident, and happy even though the students are hoped to learn something there.

3. Professional Competence

Professional competence can be defined as mastering the material, concept, and the structure of language. The competencies of foreign language teachers are they have knowledge about the various aspects of language (linguistics, discourse, and sociolinguistic) and they master the English language spoken and written, receptive and productive in all aspects of communicative. Professional competence is also mastering the competency standard and basic competency, developing learning material, developing professionalism in sustainable reflective action, and utilizing technology information and communication to develop themselves.

The term “professional competence” is the application of the concept to working life, particularly in highly complex and demanding professions, in which mastery of situations is especially dependent on the interplay of knowledge, skills, attitudes, and motivation (Epstein & Hundert, 2002; and Weinert, 2001).

According to Bantang (2008) there are some abilities that a teacher must have related to the professional competence, those are mastering the subject or topic taught, doing well plan to the lesson, being able to manage the class, using instructional media well, being able to understand the students' characteristics, having good ability to select the appropriate materials, and the last one is being able to conduct an action research.

In short, professional competence is a competence that a teacher must own in order to be able to explain the materials specifically in detail and in good method so that the learners is easy to get the points.

2.4 Syntactic Based- Approach

Syntactic based-approach refers to how sentences, which consist of words, phrases, and clauses, are constructed and used. This approach employs a striking variety of possible arrangement of the elements in the sentences with rules that govern the arrangement (Vethamanie, 2008). This kind of approach is emphasized on the way the sentences are

built and formed and how they are understood in a language. By using syntactic based approach, the young learners will be familiar with the correct sentences since they were learning basic English, so that in the future it would be possible for them to produce and construct good sentences in their daily life and their next level of education especially in using English.

In addition, Anjarwati (2013) syntactic approach is used to help the English learners to learn English both written and spoken discourse correctly. The students are motivated to learn since they often make errors both in written and spoken tasks. To make clear of syntactic, here are some examples of this approach applied. In teaching learning process, the teacher give some correct and incorrect sentences based on the pattern given. The pattern should be related to the learners' age and also based on the materials learn at that time focussing on grammar. Then, based on the sentences given, the teacher gives reasons on the reason they are correct and incorrect. Those are done when the students do exercises, not on the spot. For example:

1. He can to speak English (incorrect)
He can speak English. (correct)
2. My brother watch TV every day (Incorrect)
My brother watches TV every day (correct)
3. I am go to school every day (Incorrect)
I go to school every day (correct)

The teacher gave explanation the reason the first one is incorrect and the second one is correct, and so on since the teacher teaches young learners, thus the way delivering the materials should not always be done in a formal situation, it can be delivered through a fun situation such as the words that they found in a lyric of song, a sentence of a poem or the text in a kid story. In teaching sentences at primary school, the teacher must have fun and enjoyable strategy, techniques, methods, approach, and even media.

RESEARCH METHOD

The method used in this research is called descriptive survey research. Ary (2010) stated that descriptive survey research is divided into some classification based on their focus and scope (census and sample surveys) or according to the time frame for data collection (longitudinal and cross-sectional surveys). The reseacher should be able to select the options that enables her to provide the most useful data. A survey that covers the entire population of interest is referred to as a census, an example of which is the U.S. Census, undertaken by the government every 10 years. In research, however, "population" does not refer to all the people of a country.

In addition, Sukardi (2009) stated that survei research is part of descriptive research. They said that survey gathers data at a particular point in time with the intention of a) describing the nature of existing conditions, or b) identifying standards against which existing condition can be compared, or c) determining the relationships that exist between specific events. This kind of survey research mostly used in social reseach and also in research in education.

There are four characteristics of survey research according to Isaac and Michael in Sukardi (2009), they are: (1) research planning is done systematically, so that the content would be exact and the implementation refers to the principle of systematic process; (2) the population chosen should be representatives; (3) make sure the existing data can be explored explicitly and objectively; and (4) data can be expressed quantitatively. Moreover Sukardi argued that nowadays survey research had been conducted not in social research but also in education, the most important thing it has purposes or aims, namely: 1. Answer research questions that had been formulated by the researcher; 2. Solve the significant problems that are experienced by the community or society; 3. Evaluate the need and determine the purpose of an institution or certain institution; 4. Analyze the tendency happened in a society or an institution, in a period of time; 5. Determine whether the specific purposes of an institution has been obtained or not; and 6. To describe the existing problems, and identify how far the problems implicated to an institution.

Ary (2010) stated that the term population is used to refer to the entire group of individuals to whom the findings of a study apply. The researcher defines the specific population of interest. It is often difficult or even impossible for researcher to study very large populations. However, they select a smaller portion, a sample, of the population for study. A survey that studies only a portion of the population is known as a sample survey. So, in this research the researcher choose a sample survey in order to save times, money and energy.

The survey involved a sample from all primary school English teachers in *Kota Lhokseumawe*. The survey was conducted to find the data about the teachers' pedagogical competence and professional competence of primary school English teachers. The researcher only took the teacher of the school that have been applied English as their subject or local content. Based on the survey conducted by the researcher, there are fourteen schools who still taught English as one of the subject or as local content. Thus, the population of the research are all primary schools in *Kota Lhokseumawe*, while the sample are only fourteen schools who still applied English as the subject. In this case, the observation was directed to high class only, not the lower one. The purpose of focusing on high class was because inline with the focus of this research namely about searching and investigating the primary schools' teacher competences in teaching EYL using syntactic approach. Talking about syntax means talking about sentence, thus, sentence is only taught in high class while in lower class the materials were still in vocabulary level and it was forbidden for the teacher in primary schools to teach sentence in lower class.

According to Sukardi (2009), related to the method or technique of collecting data in survey research whether the scope was broad or narrow, longitudinal or cross sectional, the most important thing to be considered in survey research the tendency of the researcher to use one or some of these data collection techniques, they are: interview, documentation, checklist, and questionnaire.

There are three ways of data collection techniques applied here, they are documentation, observation and questionnaire. The first one is documentation, the documentation in this research was in the form of photograph relevant to the research topic, video which was taken when doing observation, and also field notes; the notes which

was taken on the spot when doing observation. The second one was observation, it was carried out to measure their English competences. It covered two competences; they were pedagogical and professional competences. It was focussing mainly on the competency in English especially using good sentence structure in explaining the materials to the students by using syntactic approach. Both kinds of competences were determined through the result of field notes that was done when being observed from pre-teaching, while teaching, and post teaching activities.

The third types of data collection was questionnaire. It was used to support the data that had been obtained from observation. The questionnaire consisted of twenty statements that also contained about the materials that could support their primary competences. The questionnaire was used to know whether the respondents absolutely agree, agree, doubt, disagree, totally disagree.

The data analysis was conducted by applying qualitative and quantitative data analysis approach. The data from observation was analyzed using descriptive qualitative, and the data from questionnaire was analyzed quantitatively or descriptive quantitative. Teachers' competency that was gotten through questionnaire was analyzed in the quantitative descriptive analysis. It is based on the scale of 1-5, the meaning of the average was interpreted in accordance with the continuum limit of the Likert scale with the criteria of interpretation as follows:

- 5 : Absolutely agree
- 4 : Agree
- 3 : Doubt
- 2 : Disagree
- 1 : Totally Disagree

FINDING AND DISCUSSION

There are two research questions that should be answered in this chapter, it would be analyzed in two ways; qualitatively and quantitatively. The first one is focussed on how was the pedagogical competence of primary school teachers in teaching EYL in *Kota Lhokseumawe*, and the second one on how was the professional competence of primary school teacher in teaching EYL using syntactic approach in *Kota Lhokseumawe*.

The following were the explanation based on the result of field notes taken when doing observation to fourteen primary schools in *Kota Lhokseumawe*.

1. Analysis of Observation

The observation was done by using field notes, it was done systematically on three teaching phases, they were: pre teaching activities, while teaching activities, and post teaching activities. In term of pre-teaching and post teaching, mostly the teachers applied similar ways, namely: in pre teaching for example, the teachers greet the students, but the way they greet them was different among one teacher and others. Some of them greet the learners using conventional ways such as "Good morning students, how are you today?" and the students answered "we are fine, thanks you, and you?" While other EYL teachers greet them using song. Using song in greeting was one of some ways of greeting young learners, they do not need to be treated like adult students, in fact they are young students

and do not need to be taught as serious as adult learners do. They need to be introduced some simple sentences through some activities that do not force them to learn by heart words by words if they cannot do so they are going to be punished. That's not the way to teach young learners. Thus, eight among fourteen EYL teachers had applied syntactic approach in correct and good way while six of them still applied traditional method or teach the young learners was like teaching adult learners. Young learners like to learn English sentences through playing, singing, miming, guessing, observing, and some other enjoyable ways.

2. Analysis of Questionnaire

The Interpretation of score from the result of percentage of respon toward pedagogic and professional aspects. As has been stated in chapter III that there were two instrument used in this research, the first one is field notes done when doing observation and second one was questionnaire. Both instruments were aimed at knowing the pedagogic and professional competences of EYL teachers of primary schools in Kota Lhokseumawe. There were two competences that were analized, the first one was pedagogic competence and second one was professional competence. There were 12 statements created to know teachers' pedagogic competences, they are:

a. Aspects of Pedagogic Competences

To get the data of pedagogic competence aspects, questionnaires were given to 14 EYL teachers as the sample of this research. The questionnaires were distributed only to the school which still apply English as a subject or as local content. The teachers gave a tick to one of the answer that they thought related to their pedadgogic competences. The statement which were evaluated the EYL teachers'pedagogic competences are as follow:

(1) Understanding the students' characteristics from moral, social, cultural, emosional, and intellectual aspects are important thing that should be done by EYL teacher; (2) The application of various method can motivate the students to learn English subject better; (3) In giving the teaching materials, EYL teachers used teaching media to make the students' easier to understand the materials; (4) In implementing teaching learning process, EYL teacher choose suitable teaching activities to motivate the students learn English; (5) EYL Teacher should master the learning theory and educate teaching principles suitable with students' characteristics; (6) EYL teachers should master about curriculum related to the field of English for young learners; (7) Doing refelctive action for the development of teaching quality is an activity that must be done by EYL teacher; (8) Understanding /mastering process of assessing and evaluating learning result is something must be owned by EYL teacher; (9) EYL teacher is able to utilize result of assessment and evaluation for the sake of teaching learning process; (10) By choosing and designing exact teaching evaluation, a teacher can understand the level of success of teaching learning had been done; (11) EYL teacher should facilitate the potential of learners to actualize various potential owned by the teacher; and (12) Doing effective, emphatic, and well behaved with the learners are capability that should be had by EYL teachers.

b. Aspect of Professional Competences

There were 8 statements to show the EYL teacher professional competences. Professional competence here means an ability that EYL teacher must have to be able to fulfill the professionalism of a teacher who teaches English for young learners. The statements which evaluated the EYL teachers' pedagogic competences are as follow: (1) mastering the materials and provide the sequences of teaching learning process appropriately can make the learners easier to understand the materials presented by the teacher; (2) fun teaching learning process should be created by EYL teacher in conveying teaching materials; (3) EYL teachers must be able to apply appropriate teaching method or teaching strategy in teaching simple sentences to the learners; (4) the approach used by EYL teachers in teaching simple sentences should be suitable with the young learners' characteristics; (5) in introducing simple English sentences to the learners, EYL teachers should not teach using sentence pattern; (6) developing teaching materials and teaching media creatively are part of self development of EYL teachers; (7) EYL teachers develop their professionalism continuously by doing reflective action; (8) to have fun teaching learning process, an EYL teacher should have well prepared in planning the teaching program such as to formulate the aim, to determine the appropriate material, and to choose the method used in delivering the materials.

Response Percentage of those twelve statements to evaluate EYL teachers pedagogic competences could be seen in the following table:

Table 1 Response Percentage of EYL Teachers in Pedagogic Competence Aspects

No	Statements	Number of Score Limit (NSL)	Percentage	Category
1	Understanding the students' characteristics from moral, social, cultural, emosional, and intellectual aspects are important thing that should be done by EYL teacher	66	94,29	Very Strong
2	The application of various method can motivate the students to learn English subject better	66	94,29	Very Strong
3	In giving the teaching materials, EYL teachers used teaching media to make the students' easier to understand the materials	64	91,43	Very Strong
4	In implementing teaching learning process, EYL teacher choose suitable teaching activities to motivate the students learn English	63	90	Very Strong
5	EYL Teacher should master the learning theory and educate teaching principles suitable with students' characteristics	64	91,43	Very Strong
6	EYL teachers should master about curriculum	65	92,86	Very

	related to the field of English for young learners			Strong
7	Doing reflective action for the development of teaching quality is an activity that must be done by EYL teacher	66	94,29	Very Strong
8	Understanding /mastering process of assessing and evaluating learning result is something must be owned by EYL teacher	68	97,14	Very Strong
9	EYL teacher is able to utilize result of assessment and evaluation for the sake of teaching learning process	64	91,43	Very Strong
10	By choosing and designing exact teaching evaluation, a teacher can understand the level of success of teaching learning had been done	68	97,14	Very Strong
11	EYL teacher should facilitate the potential of learners to actualize various potential owned by the teacher	62	88,57	Very Strong
12	Doing effective, emphatic, and well behaved with the learners are capability that should be had by EYL teachers	69	98,57	Very Strong

SI: $5 \times 14 = 70$

The table 1 informed us that the response percentage of EYL Teachers in pedagogic competence aspects had been obtained mostly in the very strong criteria, it indicated that most of the EYL teachers in Lhokseumawe city had applied, used and understood about this pedagogic competence.

Table 2 Response Percentage of EYL Teachers in Professional Competence Aspects Using Syntactic Approach

No	Statements	Number of Score Limit (NSL)	Percentage	Category
1	Mastering the materials and provide the sequences of teaching learning process appropriately can make the learners easier to understand the materials presented by the teacher	67	95,71	Very Strong
2	Fun teaching learning process should be created by EYL teacher in conveying teaching materials	68	97,14	Very Strong
3	EYL teachers must be able to apply appropriate teaching method or teaching strategy in teaching simple sentences to the learners	66	94,29	Very Strong
4	The approach used by EYL teachers in teaching simple	66	94,29	Very

	sentences should be suitable with the young learners' characteristics			Strong
5	In introducing simple English sentences to the learners, EYL teachers should not teach using sentence pattern	60	85,71	Very Strong
6	Developing teaching materials and teaching media creatively are part of self development of EYL teachers	66	94,29	Very Strong
7	EYL teachers develop their professionalism continuously by doing reflective action	63	90	Very Strong
8	To have fun teaching learning process, an EYL teacher should have well prepared in planning the teaching program such as to formulate the aim, to determine the appropriate material, and to choose the method used in delivering the materials.	70	100	Very Strong

SI: $5 \times 14 = 70$

Based on data analysis above, it could be concluded that response interpretation towards pedagogic competences and professional competences using syntactic approach was in the position of very strong category.

c. Result of Questionnaire Analysis of Pedagogic Competence and Professional Competence

The instruments used to evaluate pedagogic competences and professional competences consist of 20 statements, each items consist of five alternative responses which score range 5-1. The minimum of expected value was 20, while the maximum of expected value was 100. Based on the total of expected value, it can be determined the score interval of each class or range that described the pedagogic competences obtained by EYL teachers which consist of four levels that indicate competences in the level of very good, good, sufficient, and unsufficient.

The data of participant gathered from respondents were 14, quantitatively shown that the minimum score obtained is 20 and the total maximum score is 100. The range of total maximum score that was possible obtained is $100 - 20 = 80$. The class interval is 4, thus the wide of interval class is $80 : 4 = 20$.

Table 3 The Range of Class Interval in Pedagogic Competence

No	Criteria	Interval	Total	Percentage (%)
1.	Very Good	81-100	14	100
2.	Good	61 –80	0	0
3.	Sufficient	41-60	0	0
4	Unsufficient	21-40	0	0
Total			14	100

The data obtained from the respondents in pedagogic competences can be seen in the following table:

Table 4 Result of Questionnaire Scores from the Respondents in both Pedagogic and Professional Competences

No	Respondent Initial Name	Total	Classification
1	IA	91	Very Good
2	PY	91	Very Good
3	Mau	95	Very Good
4	Rus	92	Very Good
5	RA	95	Very Good
6	RD	100	Very Good
7	SW	85	Very Good
8	Hen	95	Very Good
9	Mud	100	Very Good
10	Nis	83	Very Good
11	NZ	94	Very Good
12	Di	94	Very Good
13	RDS	92	Very Good
14	LS	100	Very Good

From the result of questionnaire in table above, it could be seen that for the pedagogic and professional competences had by EYL teachers in teaching English are 14 respondents namely 100%, or all of respondents got result in the level of very good.

Syntactic approach is one of the competence that the EYL teacher must have because those teachers do not teach general English but specific English namely EYL. EYL is one of ESP (English for Specific Purposes), it is English for younger age learners and the teachers should be able to differentiate between teaching English to young learners and teaching English for adult learners. In teaching English for young learners, the teacher needed to understand the learners characteristics as had been mentioned in previous part. The EYL teacher must have one hundred one strategies to make the learner can stand in a litte bit longer. They must use fun learning activities and suitable media to make them paid attention on what teacher was explaining.

In Indonesia, it has three types of EYL teachers, they are: 1) classroom teachers who have not been to English teaching college, 2) English teachers who attend English teaching college but have no experience working with young learners, and 3) teachers who have English background and experience working with young learners (Suyanto, 2009).

The result of analysis shown that in *Kota Lhokseumawe*, most of EYL teacher refers to number two and number three, namely: English teachers who attend English teaching college but have no experience working with young learners and teachers who have English background and experience working with young learners. This fact really affect to the way the EYL teachers teach using syntactic approach. When the primary

school teachers have experienced working with young learners, they could create a really enjoyable class. They did not teach simple sentences by introducing the pattern but through interesting way and enjoyable way such as by singing related to topic that day, miming or showing body movement in telling daily activities, playing video to show the activity or the action of the verb being discussed, such as telling about "hobby". The teacher played the video that related to verb that show about hobby like gardening, cooking, fishing, swimming, dancing, jogging, camping, etc. When the class was played such kinds of video, mostly the students could pay great attention eventhough it is a large class for young learners level. Other way that was observed, the teacher asked the students to guess the meaning of a term related to hobby after the teacher told them some characteristics. The learners seems very enjoy to have such kind of activities.

Explanantion above indicated that EYL teacher competence that consist of pedagogic and professional competences using syntactic approach especially at the high level class students of primary school in *Kota Lhokseumawe* had shown very good result. It means that most of EYL teacher had done their duties professionally as it was desired. However, they had shown different degree in professional and pedadgogic competences in teaching young learners using syntactic approach.

CONCLUSION

The result of analysis shown that in *Kota Lhokseumawe*, most of EYL teacher attended English teaching college but had no experience working with young learners and teachers who had English background and experience working with young learners. This fact really affect to the way the EYL teachers teach using syntactic approach. When the primary school teachers had experienced working with young learners, they could create a really enjoyable class. They did not teach simple sentences by introducing the pattern but through interesting way or enjoyable way such as by singing related to topic that day, miming or showing body movement in telling daily activities for instance, by playing video showing the activity or the action of the verb being discussed, such as telling about "hobby". The teacher played the video that related to verb that show about hobby like gardening, cooking, fishing, swimming, dancing, jogging, camping, etc. When the class was played such kinds of video, mostly the students could pay great attention eventhough it was a large class. Other way that was observed, the teacher asked the students to guess the meaning of a term related to hobby after the teacher told them some characteristics. The learners seems very enjoy to have such kind of activities.

It is suggested that EYL teachers should continously develop their pedagogic and professional competences by doing self development through attending some seminar or workshop on teaching English to young learners that are conducted by the local or national government to increase their knowledge and to always update their both competences.

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