

EFL TEACHERS' VOICE ABOUT THE PEDAGOGICAL COMPETENCIES IN TEACHING ENGLISH GRAMMAR CONTEXT

Hustiana¹, Asdar², Ahyadi³

¹hustiana@unsulbar.ac.id, ²asdar@unsulbar.ac.id, ³ahyadi@unsulbar.ac.id

^{1,2,3}Universitas Sulawesi Barat

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ABSTRACT This research was focused on understanding pedagogical competence voiced by EFL teachers in teaching grammar context. The research was conducted in Makassar. This study was descriptive qualitative research that involved six teachers in Makassar as participants which chose randomly. The instrument of this research was an interview which was analyzed with a qualitative method. The result of the current study showed that four indicators including pedagogical competence owned by the teachers namely the competence in understanding the students' need in learning grammar, competence in preparing teaching grammar, competence in choosing method and technique in teaching grammar, and competence in choosing assignment and evaluating the students' outcome after learning grammar. This research would have a great theoretical and practical contribution to undergraduate students and future researchers in the English language department, especially students from the education department or candidates of teachers in terms of understanding pedagogical competence.

Keywords: EFL teachers, pedagogical competence, grammar

INTRODUCTION

The quality of education is assigned by the quality of teachers. Everyone believes that teachers have a big contribution and are very influential in the teaching-learning process. Teachers play a very prominent role in assisting the development of students to realize their life goals optimally. This belief arises because not all parents have the ability in terms of experience, knowledge, and the availability of time to teach their children at home. In such conditions, parents hand over their children to teachers at school with the hope that their children can develop their abilities optimally.

Referring to this, teachers must have competence in their field in carrying out their roles. As described by Wichadee in Siregar et al., (2020) that one of the absolute factors contributing to the development of the students' learning is the teacher factor. Teachers should be able to influence their students to a better understanding. The teacher must master the material in the class because a professional teacher is a teacher who has a broad mind, masters the subject being taught, has good learning skills and can mingle well with parents of students and the surrounding community (Ahmad, & Siregar, 2015). In addition, English teachers have to pursue professional development because it is considered an essential factor for teachers to function successfully in their field (Elnadeef & Abdala, 2022).

One of the competencies that must be possessed by a teacher is pedagogical competency. Pedagogic competence is the ability of a teacher to be able to manage learning (Jannah, 2020). Teachers' ideas about teaching and learning significantly influence their implementation of innovative teaching approaches and science education reforms Van Driel et al. in Stammes et al., 2020). Maximum pedagogical competence can be examined from the teaching and learning process conducted by the teachers. The teacher as a component in the teaching and learning process has competencies that greatly determine the success of learning because the main function of the teacher is to design, manage, implement, and evaluate learning (Getteng, 2011). As pedagogical competence becomes the ability of teachers to implement instructional activities that directly interact with students with measurable learning outcomes, English teachers have the compulsory task to develop themselves in this area (Aulia, 2021).

However, even though teachers have understood these competencies, there are still some teachers who do not understand the essence of pedagogical competence. They consider

that this competency is only a decoration or a complement to other competencies. Even though this competence is the main basis before carrying out the learning process so that learning objectives can be achieved, especially in teaching English Grammar.

Teaching Grammar is not easy. The teacher must prepare well before beginning the class. Basically, three areas of grammar teaching need to be considered: grammar as rules, grammar as form, and grammar as a resource (Murtisari et al., 2020). The students need to experience how grammar is related to what we want to say and how we expect others to interpret our language use and its purpose because grammatical competence is one of the communication skills (Olcu, 2022).

However, based on some observations in the education field, many teachers directly come into the class without any preparation. They gave some assignments to the students without explaining the material. They also give scores for the students without assessment indicators. Whereas, Gurney in Faidal et al., (2020) claimed that some factors could provide a foundation for good teaching. Firstly, the teacher should possess in-depth knowledge, enthusiasm, and responsibility for learning. Secondly, classroom activities should encourage learning. Thirdly, assessment activities encourage learning through experience. Fourthly, useful feedback establishes the learning processes in the classroom. Fifthly, effective interaction between the teachers and the students creates an environment that respects, encourages, and stimulates learning through experience. Thus, it can be concluded that some teachers ignore the competency they have to instill in themselves. It gives an impact on the students who are confused when they make grammatically correct sentences because the sentence structure is different from their language.

Therefore, the current research purposes were to describe the teachers' EFL voices about the Pedagogical Competencies in English Grammar Teaching. It is expected that this research will contribute to the EFL teaching area. Theoretically, this research will describe the specific ways EFL teachers have been done to improve their pedagogical competencies. Meanwhile, practically, this research guides the EFL teachers to implement all pedagogical competencies items for their future career of teacher professionalism as stated in official government regulation.

LITERATURE REVIEW

EFL Teachers

A Teacher is a person who conducted the teaching process and has a role of an educator, a guide, a coach, and an evaluator in the learning process. Officially, a teacher has obtained a teaching qualification in an institution or school. According to Richards and Rodgers in Alaye (2019), the teacher acts as the model of language, the lesson planner, the controller of learner practice and the evaluator of learner's performance, the organizers in the teaching, the planners of the course, preparing the materials and deciding what and how learners ought to learn. Thus, an EFL Teacher is a person who has the qualification and certificate to teach English in public education and who has a role as planner, controller, and evaluator in English class. EFL teachers are typically non-native speakers who have never spent time in an English-speaking country and therefore may find it much harder to make decisions of a native like-nature. Successful EFL teachers have respect for their students, taking time and effort to prepare classes and mark assignments.

Unlike in its neighboring countries—such as Singapore, Hong Kong, and Malaysia, where English is widely spoken as a second language—English in Indonesia is more likely to be taught and learned only as a foreign language. This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication (Sulistiyo, 2016). Being an EFL teacher is not easy as we think because According to Sulistiyo in Sulistiyo (2016), there are several factors creating difficulties in teaching EFL in Indonesia. First, EFL teachers must

teach students in large classes, often with more than 50 students. Second, not all students who attend English classes are motivated. Thus, it can be concluded that an EFL teacher must have specific knowledge and skills to be able to transfer the information needed by students during their development.

Pedagogical Competency in Teaching English

Teachers' competencies have been broadening concerning for to reform studies in education, development of teacher education, scientific results of educational science, and other fields (Ada & Azizah, 2016). Many experts argue the definition of competence. According to Chouhan & Srivastava (2014), competence is a crucial characteristic of how a person behaves or thinks in different situations and adapts to change over time. While Tucker and Cofsky in Sulaiman & Noor (2020) there are five main components of competence: (i) knowledge - referring to one's information and knowledge, (ii) skills - referring to one's ability to perform a particular task, (iii) self-concept and values - refers to a person's attitude, values, and image, (iv) characters - the ability to perform tasks in his/ her field and (v) the motives - emotions, desires, physiological needs or impulses to action. In addition, Mulyasa (2009) argues that competence is a combination of knowledge, skills, values, and attitudes which are reflected in the habit of thinking and acting. Based on the definition above, it can be concluded that competence is the ability to choose the appropriate behavior and to decide the best choice by using skill, psychological needs, and values.

One of the competencies that teachers must apply in their daily life as an educator is pedagogical competence. Pedagogical competence is not only seen as the knowledge of using techniques that are used technically but also the acquisition of routines which every teacher undoubtedly needs to save time and energy for more significant aspects of the work (Siregar et al., 2020). Pedagogical competence refers to the ability to manage the process of teaching and learning activities that includes the understanding of learners, designing and implementing the instructional activities, evaluation of learning outcomes, and developing students to actualize their potential (Aulia, 2021). In line with this, pedagogical competence can be interpreted into how the teacher understands the students' cognitive and personal to make it easy in designing the instructional process dealing with determining the instructional strategy based on students' characteristics, the material, and the objective of the instructional process and arranging the lesson plan. While, according to Elnadeef & Abdala (2022) Pedagogical content knowledge involves mastering approaches, methods, techniques, and procedures for teaching the English language. It is the disciplinary-specific pedagogic knowledge required for teaching particular subjects and making concepts accessible to learners. The elements of pedagogic competence are understanding the education system and knowledge, developing and analyzing learning abilities, understanding interaction in the world of education, having new ideas in the education system, using ICT, and understanding concepts and theories learned while studying (Claire Rees et.al in (Somantri, 2021). According to Mulyasa in Hakim (2015) that, pedagogical competence is the ability to manage the learning of learners including an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.

Teaching Grammar

In English language teaching, teachers' knowledge, as an important part of teacher cognition, has been a burgeoning area of research in the last four decades as one of the indicators of successful teaching (Shulman in Suharyadi et al., 2021). Teaching English is aimed at developing multilingual languages that can enrich all our languages; this has been an ongoing national vision (Mishra in Sharma & Sudarshan, 2021). According to Sequeira (2012), teaching is a set of events, outside the learners which are designed to support the internal process of learning. While John Brubacher in Rajagopalan (2019) argued that Teaching is the arrangement and manipulation of a situation in which there are gaps or obstructions which an

individual will seek to overcome and from which he will learn in the course of doing so. Thus it can be concluded that teaching is an activity that is designed to overcome what the students need.

One of the teaching activities in teaching English is teaching grammar. Grammar is marked with formulas and rules. Larsen-Freeman (2014) highlights that grammar has three dimensions, structure or form, semantics or meaning, and use or pragmatics. While, according to Thornbury in Tiarina et al., (2019), grammatical instruction should be given for several reasons. First, grammar teaching provides guidance to language learners to produce unlimited numbers of sentences. Second, the teaching of grammar offers direct correction to sentences containing ambiguity of meaning. Third, grammar teaching helps learners avoid the fossilization of mistakes. Foreign language grammar is always seen as the process rather than the product since grammar is a source for creating meaning in a context-sensitive manner. Three interdependent aspects of grammatical features: (1) Formality, which concerns how a specific structure is constructed and how it fits in with other structures in a sentence (for example, morphology, syntax, and phonetic patterns), (2) Meaning, is related to semantic, such as lexical and grammatical meaning, as well as derived compound words, and (3) Usage, is related to the pragmatics or the meaning of grammatical structures in a particular context, whether it reflects social, linguistic, or situational issues (Richards, 2017). The teaching of foreign grammar must be considered the meaning and the message conveying the message of the language. Therefore, there is no list of grammatical structures that need to be taught and paid attention to meet the student's needs, as an error affects the achievement of communication goals and the student's feedback. (Tarigan & Stevani, 2022). An increasing number of studies suggests that teachers' grammar teaching is influenced by their prior knowledge, experience, beliefs, and contexts, implying that classroom practices are not affected by handouts and prescribed guidelines (Milad et al in Tarigan & Stevani, (2022)

RESEARCH METHOD

This study is descriptive qualitative research that involved six teachers in Makassar as participants which chose randomly. They were selected based on the set-up criteria as follows: they should graduate from an English department; they should at least have had an undergraduate diploma as a minimum requirement of the teachers' qualifications; they taught English in weather in senior high schools, in private senior high schools and/or vocational schools; they should be tenured and certified English teachers; and they should have an experience of joining workshops, conferences, seminars, or training on English language teaching. The instrument of this research was an interview which was analyzed with a qualitative method.

FINDING AND DISCUSSION

This research aimed to describe the teachers' EFL voices about the Pedagogical Competencies in teaching English Grammar. Based on the result of interviews with some teachers it could be summarised that there were some indicators as a representation of pedagogical competence owned by a teacher when they taught grammar namely the competence in understanding the students' need in learning grammar, competence in preparing teaching grammar, competence in choosing method and technique in teaching grammar, and competence in choosing assignment and evaluating the students' outcome after learning grammar. The result of their voices was elaborated below:

Pedagogical Competence in Understanding the Students' Need in Learning Grammar

Grammar is one of the most difficult subjects for the student. Thus, the teacher as an educator must understand what the students need to fulfill the learning objectives. The students'

need is a base for the teacher before making a lesson plan and choosing a method or technique. In this research, some teachers considered the same needs of the students. The transcripts of the interviews between the researcher and teachers about the students’ needs were as follows.

Table 1. The result of Interview about understanding the students’ need in learning grammar

Teacher Code	Transcript
1	<i>“Based on my experience, Hmmm, I think They hmmm the students I mean, they need just 10 or even 5 % explanation and the rest portion of practice. In my opinion, they hmmm need to see the real use of the grammar rules. They have to internalize the grammar rules into their daily and academic practice. It means that the teacher must explain the rules. Because they need the rules. They cannot make a good sentence if the don’t understand the rule. So, the main point of grammar actually is the rules”.</i>
2	<i>Actually for the students, they need understanding. I mean they have understand the point of the grammar itself. But, it doesn’t mean that we have to explain the rules for a whole time in the class but I think students in grammar class need mor practices, eeemm they need some exercises or quiz. By finishing those like excercise or quiz, they will understand the point of grammar itself, or the will easy to remember the rules of each item of the grammar. Hmmm, besides as teacher I think in understanding the grammar students to listen a song, maybe or watch a movie. So, they can analyze each sentence of what they listened and from what they watch.</i>
3	<i>From me, the basic need for students in learning grammar is Vocabulary and part of speech. Those are the basic. Hmm, if they memorize some rules but they don’t have vocabulary, they cannot make any sentences. Just the same with part of speech, if they cannot differentiate between verb and noun, or between adjective and noun, they cannot put them in the rules. So, they cannot make an appropriate sentence. I think, something like that.</i>
4	<i>I think students need to enrich their vocabularies master the verb in order to make a sentence or paragraph.</i>
5	<i>As a teacher, I think we just need to explain the Definition and give more examples for the students, in order they more understand.</i>
6	<i>In my students’ case they need to improve their vocabularies first before coming to the learning grammar because I usually use text or listening activity in guiding the students in learning grammar</i>

Based on the teachers’ answers above, the researcher inferred that all teachers must understand the students’ needs. Each teacher has a point of view about the students’ needs in learning grammar. Teacher 1, Teacher 2, and Teacher 5 argued that the students need more explanation and the rest portion of practice grammar. Teacher 3, Teacher 4, and Teacher 6 argued that the students need to enrich their vocabulary and understanding of parts of speech. According to Azam (2009), While grammar fixes up or determines as well as shortens the range of a language, vocabulary opens a limitless horizon for the language. It gives the language the better option to choose forms. Thus, it could be corrected that even though the students memorized all of the rules of grammar, they did not enrich their vocabulary, they could not use the grammar itself whether in spoken or written form. Furthermore, it could be said that understanding the students’ needs whether giving more explanation or helping them to enrich their vocabulary was one of pedagogical competence that must be owned by the teacher. The teacher could maximize the learning process because they would put some activities in the classroom that related to the student’s needs.

Pedagogical Competence in the Preparation of Teaching Grammar

Teaching grammar needed preparation. After interviewing the teachers, the researcher found some facts related to the teachers’ preparation before conducting teaching grammar in the classroom. The researcher found that each teacher has different preparation. The transcripts of the interviews between the researchers and teachers are as follows.

Table 2. The result of Interview about preparation of teaching grammar

Teacher Code	Transcript
1	<i>Before I conduct teaching grammar, of course I have to decide the objectives that I want to reach by the end of the lesson. Hmmm, besides, I also prepare Fun activities to reach that objective. As we know that, some students will be bore in the class of the learning process is not varies.</i>
2	<i>So, in teaching sometimes I don't teach grammar spesifically in my school. Grammar in my class is integrated with the material that I give for the students. Because, I conducted genre based approach. So, sometimes I prepare passage or video that be a media for me in teaching grammar.</i>
3	<i>Hmmm, I always prepare a lesson plan</i>
6	<i>I start teaching grammar by giving the students reading or listening activities. It means that I need to prepare some passages or audio or video for my teaching activities.</i>

Based on the teachers' answers above, the researcher inferred that all teachers must prepare a lesson plan that contain objectives, activities that will be applied in the class, and also media which meant making the students interested to join the learning process. Thus, this preparation was one of the indicators of teachers' pedagogical competence. According to those teachers, they assumed that before beginning the class the teacher must make a lesson plan, decide the objectives of the lesson, prepare fun activities, and media like passages or audion for teaching activities. It is in line with Aulia (2021) who said that Pedagogical competence refers to the ability to manage the process of teaching and learning activities that includes the understanding of learners, designing and implementing the instructional activities, evaluation of learning outcomes, and developing students to actualize their potential.

Pedagogical Competence in Choosing the Method and Technique for Teaching Grammar

Before teachers conduct the teaching process, they must choose the suitable method that is appropriate to the topic and the student's needs. Based on the result of the interview, the researcher found that each teacher has a different method in teaching grammar. The transcripts of the interview between the researchers and teachers are as follows.

Table 3. The result of Interview about choosing the method and technique for teaching grammar

Teacher Code	Transcript
1	<i>I think, It really depends on what language focus I am teaching. Ranging from Grammar TM, Total PR, Think PS, and others. Sometimes it also goes different from what I plan to do because of the phenomena in the classroom. I just switch quickly. I believe that there is no one perfect method for all kinds of classrooms. All methods need to be combined in order to reach the study objectives. While, about hmmm technique in teaching grammar, I honestly don't really pay attention to any specific terms of technique. I just focus on the vibes of my classroom hmmm and the feeling of my students. As long as they enjoy the class and we reach the objectives of the class, that's enough for me.</i>
2	<i>In teaching grammar, sometimes I ask the students to read or watching a video. Then I ask them to analyze the language feature. Another that, to evaluarte their understanding I give a test in quizizz. Hmmm, something like that. About the technique it self sometimes I choose a technique hmm I mean I ask the students to watch a video just like I have mentioned before or listening song and sometimes by using games. This technique I apply in the class to make my student don't feel bored with the same material.</i>
3	<i>Hmmm, when I teach grammar, sometimes I applied Inductive-deductive method in the classroom. So, like this, I write down a sentences in the whiteboard, without mention the rules or formulas. I will ask them to analysie part of speech first. After they understand the formula, I begin to ask them to write the formula. The other word, I ask the students to find the rules by themselves. Hmm, I think useful for them to remember the formula. After they understand the formula, I ask them to make sentence then we conduct error correction.</i>
4	<i>I myself, sometimes I use deductive method. I give information to the students about the target language and the rules in the beginning of the class, then I ask them to practice to make sentences.</i>

5	<i>I just conducted Fun Learning like games that appropriate with the topic and don't forget to give them more examples</i>
6	<i>For teaching grammar, I usually use Problem Based Learning method. Sometimes, I ask them to watch movie, then I ask them to write down the sentences in the movie and analyze the grammar point.</i>

Based on the teachers' answers above, the researcher inferred each teacher has own favorite method that was applied in the class. It can be seen that there was a teacher who applied the inductive-deductive method, one of them used deductive, and the other used problem-based learning. Besides, there was a teacher that used games in the class and also use technology like Quizzezz to give the students assignment. It is in line with what Luu & Nguyen in Ahmad et al., (2018) said that the integration of technology in developing language learning activities has enabled students to access interesting language practices that may motivate them in learning. While about a technique that the teacher applied in the class was giving video, listening to a song, applying games, and error correction.

Pedagogical Competence in Choosing Assignments and Evaluating the Students After Teaching Grammar

After explaining the topic in front of the class, the teacher must choose the appropriate assignment and the best way to evaluate the students. Based on the result of the interview, the transcripts between the researchers and teachers were as follows.

Table 4. The result of Interview about Choosing assignment and evaluating students after teaching grammar

Teacher Code	Transcript
1	<i>In the case of giving assignments that make them use or find the rules in any skills. I usually have many kinds of instrument. Say for instance, the final test, or test after each discussion...or presentation using the specific grammar focus and many other ways.</i>
2	<i>For assignment, sometimes I ask them to practice with some exercise or quiz or listening the song or watch a movie. And to evaluate the grammar it is integrated with the skill that I conducted in the class. For example the skill that must be improve in the class is speaking, so while the students speak, I will hear their grammatical error and correct it. Because one of item in speaking rubric, there is grammatical error. The other skill is writing. I also pay attention well to the grammatical error that made by the student when write something. I also give the written test like multiple choice, fill the blank, arrange the word using quizzezz in order to students feel interested with the lesson.</i>
3	<i>The way I evaluate the grammatical error for the student is giving class presentation. I mean that I ask them to present or explain using their own word in front of their friend about the material that have been given. I also ask them to fill the blank and portofolio. Those way can give some information about what the students have got from the learning process.</i>
4	<i>I myself, I prefer to ask the students pactice directly by asking them to make a sentence, so I will determine weather they understand or not. I also give them written test after explaining the topic.</i>
5	<i>I think I just give genearal assignment to evaluate my students. Hmm, I just give them Multiple choice and fill the blank or maybe Unjumble sentences. I just want to see them use the grammar point in asnwer some question.</i>
6	<i>I think the best assignment should pay attention to the level of the students. In this case when students are still in the beginner of course they need a simple assignment like completing sentences, or fill the blank, or maybe rearrange the sentences. Otherwise, if students are in the intermediate level or advance, I think the best assignment is writing test. Since my students are still in the beginner up to elementary level, I usually evaluate their understanding by asking them to fill the blank of a text (reading) or asking them to make simple sentences.</i>

Based on the teachers' answers above, the researcher summed up that giving assignments and evaluating the students after the learning process was needed, because it would be the way to gauge students' understanding of the grammar. In evaluating the students, some teachers used some types of assignments like multiple choice, fill the blank, arranging

the words, and arranging the sentences. While there was a teacher who used a class presentation that asked the students to explain the topic that they have learned. This is like an individual assignment. There was also a teacher who liked to ask the students to make sentences or practice a sentence in front of the class for she can hear the grammatical error made by the students. Whatever the form of assignment that the teachers used in the class to evaluate the students, the main goal is to know the students understanding and it can become a tool for the teachers to create better teaching and learning processes in the future. It is in line with the opinion of Robinowitz (2010) who said that educators have begun to widen their scope of assessment to cover not only students' learning outcomes at the end of a specific period to decide who passes or fails, but also enhance learning by modifying classroom instruction. In addition, it was also in line with what Umar (2018) said that this is exactly what assessment for learning does as it aims to improve the quality of teaching and use assessment results to modify students' learning.

CONCLUSION

To sum up the finding and discussion, it is clearly defined that each teacher has applied pedagogical competence. It can be assumed that this competence is very prominent for them because it is the main requirement in conducting effective learning for students to achieve learning goals. In this research, the researcher found four indicators that include pedagogical competence owned by the teachers namely the competence in understanding the students' need in learning grammar, competence in preparing teaching grammar, competence in choosing method and technique in teaching grammar, and competence in choosing assignment and evaluating the students' outcome after learning grammar.

Suggestions are addressed to undergraduate students and future researchers. Undergraduate students especially students from the education department or candidate of teacher must understand the pedagogical competence before they jump down in the field to teach. For future researchers, this research was limited to the number of populations and areas discovered. Therefore, the researchers expect that future researchers may explore a big number population and find more variables involved in teacher voices about pedagogical competence in order to find the best result.

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