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Using PPP Method in the Process of Online Training and Strengthening EFL Teachers' Pedagogic Competence

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Abstract. English at the elementary school level serves as local content by the policies of each school; as a result, it makes the time allocation of English subject reduced and likewise, the teachers' pedagogical competence. The study aims to describe the process of online training and strengthening in fostering EFL teachers' pedagogic competence. It used a qualitative descriptive method and involved three teachers from Rejodadi Elementary School, which observation and interview are the research instruments. The results showed that the process of training and strengthening in fostering teachers' English pedagogic competence used Presentation, Practice, and Production (PPP) method. "Presentation" was applied to explain the materials related to teaching English at an elementary level such as the students' characteristics, teaching methods, strategies and media, "Practice" was implemented to drill the teachers' skills about the materials presented, and in "Production", teachers implemented what they had got from the previous steps by conducting a micro-teaching activity. Therefore, the process of online training and strengthening in fostering EFL teachers' pedagogic competence used PPP method in achieving its goal.

1. Introduction

English is a language communication tool for international relations. Moreover, English is widely used in science and technology in the millennial era. English language skills will be needed in communicating and socializing in an open and sophisticated world. The introduction of English to children is essential to prepare the next generation who is reliable and competent in the future. Second language learning theory (SLA Theory) shows that a child learns because of a need for it, and they can fulfill it through language learning. The approach also says that language skills develop gradually from easy to more complex ones. Therefore, language learning is an acquisition process to achieve communication skills.

English lessons in elementary level in Indonesian Curriculum 2013 are placed as local content according to school conditions and policies. Teachers and students may think that English at the elementary level is not that important because it is not a compulsory subject. This condition resulted in schools not paying more attention to the teaching and learning process of English. Therefore, it is necessary to structure English learning in elementary schools.

The teacher has a very vital role in guiding and preparing students in learning English. Besides, improving teachers' ability to teach English is needed to support the improvement of the quality of learning in the classroom. On the other hand, English teachers in elementary schools have limited



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English teaching skills because of different background knowledge between primary school teachers and the appropriate teacher in English. Moreover, they do not have sufficient knowledge to teach English to primary school children in terms of using unusual methods, strategies and media. Then, most of them teach memorizing vocabulary by repeating and translating Indonesian words directly without using them in the form of sentences to communicate. Also, elementary school teachers pay less attention and teach language in simple communication using language classrooms. Therefore, in their field they are less capable of teaching English which is exciting and challenging.

Various articles discuss PPP method in ELT teaching such as “A Critical Look at the Presentation, Practice, Production (PPP) Approach: Challenges and Promises for ELT” by Parviz Maftoon & Saeid Najafi Sarem [1], “A potted history of PPP with the help of ELT Journal” by Jason Anderson [2] and “Effects of the Presentation, Practice, Production Method on Iranian EFL Learners' Autonomy in Speaking” by Mitra Hajforoush [3] but none discusses the implementation of this method in the online learning. Therefore, study aims to describe the process of training and strengthening in fostering teachers' English pedagogic competence. This study was expected for English teachers at Rejodadi to gain insight and skills proper English teaching techniques for elementary school students. It also provides sufficient space for them to share knowledge and experiences with students who are also trainers.

2. Literature Review

2.1. Online training and strengthening

In this period of pandemics, online education has an increasing influence due to the benefits associated with it, including the ability to combine education and training through geographical and time restrictions, and many contend that online education and training is cost-effective. The advent of the Internet and the general adoption of disruptive technological programs have contributed to a growing emphasis on online education and training in both the academic and corporate environments. In the academic setting, universities today can provide online distance learning programs to students — traditional or non-traditional, full-time or part-time, and international — who may have restricted access to advanced educational opportunities.

Far from Covid-19 appeared, the use of distance learning for other educational purposes is not a novel concept. At the end of the 19th century, the American public became involved in correspondence education through the postal system. With the introduction of radio broadcasting, then local television, such as PBS, and progressive telephone and video-based classes, distance learning advanced steadily.

Far from Covid-19 arouse, the use of distance learning for other educational purposes is not a new phenomenon. At the end of the nineteenth century, the American public became interested in correspondence education through the postal system. Distance learning gradually progressed with technology with the advent of radio programming, then local television, such as PBS, and gradual telephone and video-based courses. In recent years, the affordability of Internet access and the mainstream use of low-cost personal computers have rendered online education the primary field of distance learning [4]. In the early nineteen-nineties, online education was limited to a limited one. Several pricey automated classrooms owned and managed by major colleges and businesses, but today the technology is universal and accessible to broad parts of the public [5].

There are many advantages of online preparation and strengthening throughout the pandemic period. The use of online and distance learning has minimized the need to travel and join the learning process [6]. Online instruction is student-centered, allowing learners more significant control over the pace, sequence and design of the course [7]. Moreover, there is flexibility for learners to take part in the forums at every time of the day; students can work at their place; they can meet various styles of learning through different practices [8].

2.2. PPP teaching methodology

Centered on behavioural philosophy, PPP suggests that learning a language is just like mastering some other function. The high degree of instructor supervision that characterizes the first and second phases of this process decreases as the class advances, allowing the learner to steadily shift away from the teacher's guide for more autonomous learning and comprehension [1].

PPP is a three-part learning paradigm: Presentation, Practice and Production [9]. The first step, which is Presentation, enables learners to acquire new linguistic information or to restructure information that has been wrongly portrayed. The hope is that interlanguage students will be able to understand as soon as a foreign language is clarified. In subsequent lessons, the latest vocabulary will 'build' on top of what has already been taught.

The stage of practice is usually divided into two steps, supervised and free. In supervised practice, the student is engaged in mechanical creation, literally repeating the aim, without having to think about whether to use it. In free exercise, the student prefers to use the target and could be required to control the form. The assumption here is that the learner knows the types of the target language, but that repetition is essential to internalize the framework. It is a conceptual approach to learning, a process that leads to mastery.

The stage of production is when the student has to decide if and when to use the 'learning' system. It is a matter of much controversy whether this section of the class is communicative, but this stage of the lesson should be shown to the PPP instructor whether the student mastered the 'language unit' by using it in the 'natural' context or action.

2.3. Teacher's pedagogic competence

2.3.1 Definition of pedagogical competence

The complex and ever-changing role of teachers does not contribute to a clear definition of pedagogical competence. The fundamental factors that establish this are how competent teaching is represented, and the situations are compensated for by the teachers who guarantee it. In order to decide the appraisal criteria for pedagogical competence and to select the test protocols for entering the discipline, it is essential to know about the qualifications and appraisal of the competence of the teachers.

The essential criteria is the number of metrics used for pedagogical measuring. Competence is defined at any given time and the measurement of 'scientific skill' as a whole. The concept of 'technical competence' is complex and can be measured as follows: in the first place, teaching abilities can be categorized into four groups, depending on the range of personality traits, teaching and pedagogical capabilities, the specialist body of experience, attitudes and beliefs on teaching, learning the role of a teacher [10]. Furthermore, knowledge fields are necessary for any teacher, or at least to fulfil the critical functions of his or her role [11]. (a) Knowledge of the pupils; (b) Knowledge of the teaching technique; (c) Knowledge of the curriculum; (d) Knowledge of the meaning; (e) Knowledge of self; (f) General pedagogical knowledge; and (g) Pedagogical approach to the teaching material.

2.3.2. Indonesian teacher's pedagogical competence

In terms of the learning process, pedagogical integrity is the capacity of the teacher to handle student learning. It must be possible for any teacher to be able to educate a nation's life. Also, the clarification in point (a) of Article 28(3) of the National Education Standards states that what is meant by pedagogical competence is the capacity to handle student learning, including the comprehension of students, the design and implementation of learning, the evaluation of learning outcomes and the growth of students to recognize the complexity of their abilities.

Competent Indonesian teachers must have the following aspects: (a) understanding of educational concepts and foundations; (b) understanding student; (c) developing curricula/program; (d) designing a material; (e) applying educational and dialogical learning; (f) applying learning technology; (g) evaluating of learning outcomes; and (h) improving students to improve their knowledge [12];

Furthermore, it is the skill of the teacher to act as a teacher, a guide or a class administrator [13]. A professional teacher is either a person who has the qualifications and experience in the field of teacher teaching or, in other words, is well-educated and well-trained. Training is the mastery of different methods or techniques in teaching and learning practices and the mastery of educational principles, as specified in the skill of the teacher.

The professional conduct of highly trained teachers is more influenced by initial conduct than by the instruction and growth of professional teachers. Many highly trained teachers have exhibited the ethical conduct of an ethical instructor. Although some teachers are very fine, they do not have the habit of enforcing a variety of measures of professional conduct of teachers, especially in terms of self-reflection on (a) their personality and job, (b) work ethic, and (c) professional behaviour [14].

3. Method

This study used a qualitative descriptive method and involved three teachers from Rejodadi Elementary School, which observation and interview are the research instruments. The observation stage is carried out to get an overview of the main problems in teaching English and measure the readiness of teachers in using methods, strategies and media in teaching English and students' readiness for English material. In comparison, the interview was used to know deeply about the real condition of the English teaching process at Rejodadi Elementary School and the competence of teachers. The data obtained were then analysed using three steps of qualitative analysis, data reduction, data display and conclusion drawing and verification.

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4. Results and Discussions

The training and strengthening were held online using WhatsApp and ZOOM application because considering several things related to COVID-19 health protocol. WhatsApp group was used to convey information, whereas ZOOM was used for delivering material, discussion of assignments and question and answer.



Figure 1 the Process of Online Training and Strengthening

The results showed that the process of training and strengthening in fostering teachers' English pedagogic competence used Presentation, Practice, and Production (PPP) method. "Presentation" was applied to explain the materials related to teaching English at an elementary level. The first material taught was Second Language Acquisition (SLA). Language learning is an acquisition process to achieve communication skills. Second language learning theory (SLA Theory) shows that a child learns because of a need for it, and they can fulfil it through language learning. The theory also says that language skills develop gradually from easy to more complex ones.

Next, methods and strategies that are suitable for application in learning English for elementary school students were presented. These methods include Total Physical Response (TPR), The Reading Method, Songs and games, Field Study. Total Physical Response (TPR) is a technique in the preproduction stage of teaching English. There are several stages in carrying out learning using TPR, namely: Physical Response, where students respond to the command sentences uttered by the teacher. In this stage, students do not utter words at all but only respond physically. Then the final material

taught was Greeting and small talk. This material was prepared by students with prior consultation and testing with friends in the service team. This material contains several expressions of greetings and introductions in English. Such as: what is a greeting, examples of greeting phrases, video examples of using greeting phrases, examples of dialogue and student exercises.

The practice was implemented to drill the teachers' skills the materials presented. In the end of teaching materials like characteristics, teaching methods, strategies and media, the teacher gave the participants assignments which contained about the case problems that needed the elaboration to answer them. The answers were based on the knowledge and experience during a teaching at elementary school. In Production, teachers implemented what they had got from the previous steps by conducting a micro-teaching activity. This activity aims to provide opportunities for teachers to practice and practice teaching using several methods, strategies and media that have been given previously. However, because of the teachers' busyness and the work situation at school, this activity cannot be implemented.

2 Conclusion

The process of training and strengthening in fostering teachers' English pedagogic competence used PPP method in achieving its goal. To improve the ability and skills to communicate in English, the school can create an "English day" program to motivate students and teachers to converse in English. The teacher, as a role model, should give an example to the students by starting a conversation in English. English language skills need to be improved as an effort to improve human resources in schools. The school committee facilitates activities to improve teacher skills by providing full support to teachers in order to achieve the goals of the school concerned. Workshops, seminars and regular communication in English can support teachers in improving their teaching skills.

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