

How Do Indonesian Professional English Teachers Develop Their Pedagogical Competence in Teaching Implementation?

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Abstract

This article aims to investigate what kinds of Professional Development (PD) activities done by Indonesian professional English teachers in developing their pedagogical competence dealing with teaching implementation as well as to identify how those activities contribute to their competence development. This qualitative study was done in two stages namely subjects selection and investigation on the subjects' professional development for their pedagogical competence in teaching implementation. The criteria of subjects selection have reflected the four competences that professional teachers need to possess which include personal, social, pedagogical and professional competences. The data collection was done by using questionnaire, interview guide, observation sheet. This study involves four selected professional English as a Foreign Language (EFL) teachers from Malang city, Malang Regency, and Batu town. The results show that PD activities done by the subjects include having discussion with colleagues, joining teacher association forum, attending seminars and workshops, taking courses, doing research, reading relevant sources, surfing the net, and doing team teaching. The ways how the subjects learn cover doing reflection, taking and giving feedback, discussing, broadening knowledge, researching, and problem solving. Referring to the limitation of this study, future researchers are recommended to do further study involving other aspects of pedagogical competence development, particularly the ones dealing with teaching preparation and evaluation on students learning.

Keywords: professional development, professional English teachers, pedagogical competence, teaching implementation

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Introduction

Nowadays, the importance of professional development for English teachers is extremely undeniable. This is supported by various studies which have been done related to the exemplary profile of professional English teachers and their experiences in developing their professionalism (Garet et al., 2001; Kolo, 2006; Anugerahwati, 2009; Vo & Nguyen, 2010; Fisher et al., 2010; Mustafa, 2011; Carlisle & Berebitsky, 2011; Amin, 2013; Husein, 2013; Priajana, 2015). In Indonesian context, the notion of teachers' professionalism has also been given much attention. This can be seen through the issuance of the law concerning the position of teachers and lecturers which is known as The Teachers and Lecturers Act No.14/2005 (DEPDIKNAS, 2005). The act explains the systems of teacher education, teacher recruitment and teacher career development which requires teachers to continuously develop their professionalism in relation to their teaching profession. Furthermore, as what is stated in The Teachers and Lecturers Act No. 14/2005, Chapter IV about Teachers' Academic Qualification, Competence, and Certification, in Article 10, teachers' competences cover four components: pedagogical, personal, social and professional competences (DEPDIKNAS, 2005). Pedagogical competence deals with teaching skills including teaching techniques, curriculum development and assessment; personality competence is related to individual's personalities which can support teachers' jobs positively; social competence deals with the ability to socialize and communicate well with others; and professional competence deals with the mastery of English as a subject-matter and professional development as teachers.

Based on our review of previous studies concerning profile of exemplary English teachers as well as trajectory study with an eye on their experiences in developing their professionalism, some limitations of the previous studies are identified. This refers to the ways how professional EFL teachers are selected, the different level of education where the research subjects do their teaching practice, and the scope of EFL teachers' competence being investigated. Thus, further studies related to how professional EFL teachers deal with their professional development are needed to contribute more to the body of knowledge related to English Language Teaching (ELT).

Literature Review

Among the competences that EFL teachers need to possess, pedagogical competence has become one of crucial aspects to be investigated because it deals directly with how the teachers run the teaching and learning process which aims to help students learn the target in achieving the learning objectives. Pedagogical competence is the ability of English teachers in teaching English as a foreign language in their teaching practice that covers their ability in relation to designing lesson plans, preparing teaching materials and media, implementing teaching strategies to promote students' learning, evaluating students' learning as well as doing teaching reflection.

The rationale of investigating pedagogical competence of professional English teachers further rather than their other three competences (personal, social, professional) is that because mastering knowledge about English itself would be meaningless for English teachers if they cannot help learners learn the target language.

Considering the place of English as a foreign language in Indonesia where learners do not use the target language for their daily communication, school context then becomes an important

place for them in learning the target language. This is in line with Richards (2010) who says that a language teacher needs to have language-specific competencies which include providing good models, maintaining the use of target language in the classroom, as well as conducting meaningful teaching and learning activities. He further states that learning how to carry out aspects in teaching the target language is an important dimension of teacher-learning for those whose mother tongue is not English. Furthermore, a study by Abad (2013) about English teachers' professional development in Colombia has found out that teachers' attitudes toward the language they teach play a key role in defining what goes on in the classroom. He further states that teachers' strategies that promote language learning can help learners learn the target language better.

The importance of pedagogical competence of English teachers in relation to the subject matter they teach has encouraged the researchers to investigate how professional English teachers develop their pedagogical competence in teaching English in their day-to-day teaching practice. More importantly, there have not many studies done concerning specifically on how EFL teachers develop their pedagogical competence dealing with teaching implementation which refers to the teaching techniques that promote students learning.

In the context of English teachers, the term professional development can be used to refer to the process in which the teachers can increase their knowledge on both declarative and procedural (Bailey, Curtis, & Nunan et al., 2001:14). They further explain that declarative knowledge deals with all of the things about English. Meanwhile, procedural knowledge refers to skills that are related to processes, procedures and strategies that help teachers perform certain tasks in their teaching practice. For instance, skills that are related to how to teach particular material in a way that is fun and understandable to EFL students, how to manage group work, how to motivate students, how to deal with discipline matters and so on.

Research Questions

With regard to the importance of teacher professional development and the limitations of the previous studies, the present study aims to investigate how professional EFL teachers at Junior High School Level develop their pedagogical competence in teaching implementation. The research questions of the present study are then formulated as follows: (1) what kinds of PD activities are undertaken by Indonesian professional EFL teachers in developing their pedagogical competence in teaching implementation? and (2) how are the PD activities done by Indonesian professional EFL teachers help them develop their pedagogical competence in teaching implementation?

Method

Since the activities of EFL teachers to be professional and how those activities help them develop their professionalism are such a process that takes time, descriptive data are collected to answer the research problems. The main source of data is research subjects that are professional EFL teachers who teach English at the secondary schools. In addition to support information from the research subjects, other sources of data such as certificates or others' supporting documents need to be used. Since this study seeks the process of professional EFL teachers' professional development in developing pedagogical competence which aims to create a theory

based on the investigated phenomenon as the final product, grounded theory design is employed in this study.

Data Collection and Instruments

The study involves four selected professional EFL teachers in Malang city, Malang Regency and Batu town to be called as Professional Teacher (PT 1, PT 2, PT 3, and PT 4). This qualitative study was done in two stages, namely selecting the professional EFL teachers to be the research subjects and tracing back what they have done to develop their competence in teaching implementation. The data collection was done through questionnaire distribution, observation and in-depth interviews. Supporting and relevant documents were also used to gather data. The documents are those which can be used as the proof of what has been said by professional EFL teachers regarding their activities for professional development, such as curriculum vitae, certificates, portfolio, etc.

The ways in interpreting the result of steps in selection process are adapted from Amin's (2013) study. The ways are described as follows: the result of observation sheet is calculated by adding up the scores each teacher gets in all four components of observation (teaching preparation, teaching implementation, evaluation of students' progress and teaching reflection). The total score of those components in each teacher's observed teaching sessions will be his or her final score. This final score is then used as one of criteria to determine whether the research subject candidate is categorized as professional. The research subject candidates that are categorized as professional EFL teachers are those whose scores are ≥ 89 . The rationale of deciding 60 as the minimum standard for EFL teachers' professionalism is that because the score 89 shows that the teacher has mostly performed sufficient number of aspects that are listed in the teacher's competence observation sheet. Table 1 shows the calculation of the score for each component in observation sheet.

Table 1 *The score calculation for observation sheet of teachers' performance*

Components	Weight	The number of points to be observed	The minimum number of observed points	Obtained score
Teaching Preparation	10%	10	9	9
Teaching Implementation	65%	34	32	59
Evaluation of students' learning	20%	6	5	17
Teaching Reflection	5%	5	4	4
Total minimum obtained score				89

After analyzing the result of teachers' performance checklist, the researchers then also took account the result of students' questionnaire. The calculation of the questionnaire was done by the following ways: since the range of the questionnaire is 1 up to 5 and there are totally 20

statements being asked, the range of the score will be 20 up to 100. The teacher with a minimum score of 80 was considered as professional. The research subjects, which are professional EFL teachers, are those who are considered professional based on both teachers' performance checklist as well as questionnaire distributed to the students.

Source of Data

In order to answer the research question related to kinds of activities of professional development done by professional EFL teachers, the data were obtained from in-depth interview session with the research subjects. The questions asked in the interview guide cover kinds of activities completed with detailed description of each activity done by the teachers in relation to how they develop their pedagogical competence, such as kinds of activities, when they did those activities, what materials they learnt, etc. Furthermore, memos written by the researchers during the interview were also used to collect the data related to activities done by professional EFL teachers in developing their pedagogical competence in teaching implementation. Moreover, documentation was also done in order to support and triangulate the teachers' answers.

Then, the data related to how the activities have helped professional EFL teachers develop their professional competence were obtained from interview session with the questions focused on how those activities help them improve their competences. For this purpose, follow-up questions were asked after the teachers mention about each activity done during the professional development process.

Data Analysis

The analysis of data in this study was done qualitatively by transcribing the results of the interview. The interview was recorded by using recorder. Then transcribing was conducted based on the record as soon as the interview has been conducted. Thus, the researchers were able to get meaningful information from the research subjects more comprehensively. Also, memo-writing was done in order to write additional information obtained during the interview. The transcript of the interview was given to the interviewees in order to make sure that what has been stated and explained by them is the same as what is written in the transcript. The researchers, then, could also revise, add, or delete the points as the interviewees checked the transcript. After validating the transcript with the interviewees, the researchers then did coding in order to analyze the data to answer the research questions.

Results

Kinds of Professional Development (PD) Activities done by Indonesian Professional EFL Teachers in Teaching Implementation

Kinds of PD activities in teaching implementation are presented based on the frequency and the category whether the activities belong to independent or institutionalized ones. Table 2 presents kinds of PD activities done by Professional Teacher (PT) in relation to the teaching implementation.

Table 2 *Kinds of PD activities in teaching implementation*

No	Activities	PT 1	PT 2	PT 3	PT 4
1.	Having discussion with colleagues at the same school	v	v	v	v
2.	Joining Teacher association forum	v	v	v	v
3.	Joining workshop and seminar	v	v	v	v
4.	Joining short course	v	-	v	v
5.	Reading relevant sources (books, journals)	v	v	v	-
6.	Surfing the net	v	v	v	v
7.	Doing research	-	v	v	v
8.	Having teamwork with colleagues (team teaching)	-	-	-	v

As what can be seen in Table 2, there are four kinds of activities which are mostly done by all the research subjects as the most frequent PD activity related to teaching implementation: (1) having discussion with colleagues at the same school, (2) joining Teacher association forum, (3) joining workshops and seminars, and (4) surfing the net.

All of the research subjects agree to say that having discussion with colleagues at the same school help them a lot in solving problems in their day to day teaching activities related to how to teach particular materials effectively. They often share tips related to the ways how to teach the materials well without making the students get too many difficulties in achieving the set learning objectives. Also, how to create a non-threatening atmosphere in class is the frequent topic to discuss with the colleagues at the same school. Then in relation to the activity of joining Teacher association forum as well as joining seminars and workshops, all the research subjects are also in line to say that they have done a lot of discussion with both the other participants and the invited experts in TEFL (Teaching English as a Foreign Language) dealing with teaching techniques to teach materials more effectively and new insight of kinds of teaching technique to create interesting classroom atmosphere. Next, surfing the net is frequently done by all the research subjects when they are in need of looking for sources about what teaching techniques and teaching procedure that can be used to teach particular materials. They do this frequently since this can be done anywhere and anytime using their Smartphone or internet connection at their school. Even though PT 2 and PT 1 say that the internet connection at their schools is not that good, they still keep doing this frequently through their Smartphone.

In addition, the second most frequent activities which are done by three of the research subjects include joining short courses, reading relevant sources, and doing research. In relation to joining short courses, PT 1 and PT 3 have been selected as the representatives of professional teachers to be sent to Singapore to have training done by RELC. They have learnt a lot of things dealing with various teaching techniques in teaching language skills for junior high school students, how to understand students' characteristics which are expected to help teachers to teach better or better results, as well as how to deal with the assessment. Also, PT 4 says that she once joined English courses done by British Council at UMM about teaching techniques and media. Next, in terms of reading relevant sources, PT 1 says that she prefers reading relevant books or internet sources to articles in the journals because the journals are too hard for her to understand. Different from PT 1, PT 3 and PT 2 state that they like reading not only relevant books but also

TEFL journals. They get a lot of information dealing with the implementation of teaching techniques by reading the journal. PT 3 further states that this has been done frequently since he was continuing his study in Master degree at TEFL. Next, in relation to the activity of doing research, PT 2, PT 3, and PT 4 explain that they have done a number of classroom action research to see the effectiveness of the implementation of particular teaching techniques in their teaching context. Even though they have done the research, not all of the research reports have been published at the seminars or journals. They sometimes just keep the report for themselves for their archive because the report is usually written not in the complete part of a research. This means that they usually just implement the technique and see whether it works or no by using some criteria of success. The official report of the research is rarely written completely.

Next, the least frequent PD activity in teaching implementation which can be seen from its implementation by one of the research subjects is having teamwork with colleagues in doing team teaching. This is done by PT 4 who still thinks that having team teaching is essential. She further explains that the idea of team teaching is defined as having collaboration with the colleagues in designing lesson plans as well as implementing the lesson plans in their teaching context. They take turn to be the teacher (to be observed) and the observer (to observe), then discussing the result of the teaching together to find the weakness and the strength. This is similar to a lesson study. However, this does not mean that the other research subjects think that team teaching is unnecessary. The other research subjects still have team work with their colleagues, yet they are not really involved in team teaching activity. They just get involved in the informal discussion about the teaching techniques to be used in class.

Having presented a number of various PD activities in teaching implementation based on the frequency, the following content will then present how those activities are presented on the basis of the category whether the activities are done because of the research subjects' own initiatives (independent PD activities) or because their institutions ask them to do so (institutionalized PD activities). Table 3 shows the activities based on the two categories of independent and institutionalized PD activities.

Table 3 *Independent and institutionalized PD activities for teaching implementation*

No	Activities	Independent	Institutionalized
1.	Having discussion with colleagues at the same school	v	-
2.	Joining Teacher association forum	-	v
3.	Joining workshop and seminar	v	v
4.	Joining short course	-	v
5.	Reading relevant sources (books, journals)	v	-
6.	Surfing the net	v	-
7.	Doing research	v	v
8.	Having teamwork with colleagues (team teaching)	v	-

Table 3 shows that there are four kinds of activities which are classified into independent activities because the research subjects have their own initiatives to do those activities, such as having discussion with other colleagues at the same school, reading relevant sources, surfing the net, and doing team teaching. There are also two activities that are classified into

institutionalized ones because the research subjects' schools ask them to do so which include joining Teacher association forum and joining short course. Also, there are the other two activities which are classified into both independent and institutionalized PD Activities in teaching implementation because the research subjects sometimes do those activities based on their own desire and some other times their institutions ask them to do so, such as joining workshops and seminars as well as doing research. Figure 1 shows the percentage of PD Activities in teaching implementation based on the category of independent and institutionalized activities.

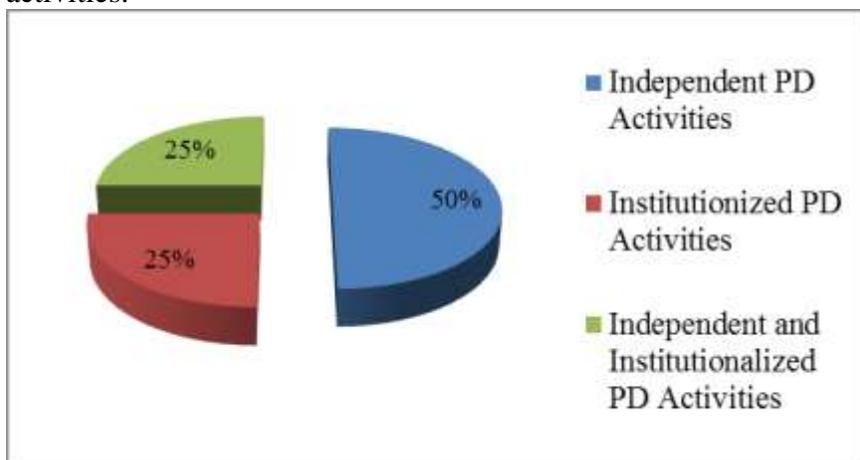


Figure 1 The percentage of PD activities in teaching implementation based on the category of independent and institutionalized activities

How Professional Development Activities Help Indonesian Professional EFL Teachers Develop Their Competence in Teaching Implementation

This part presents findings related how the various PD activities which have been undertaken by the research subjects help them develop their pedagogical competence in teaching implementation. The PD activities which are done by all of the research subjects include having informal discussion with colleagues at the same school, joining Teacher association forum, joining seminars and workshops, and making use of the internet. Meanwhile, the PD activities which are done by three of the research subjects are joining short course, reading relevant sources (books or journals), and doing research. Next, there is another PD activity which is undertaken by one of the research subjects, that is doing team teaching.

In relation to the activity dealing with having informal discussion with colleagues at the same school, all of the research subjects explain that this activity has helped them develop their competence in conducting teaching and learning activities in the following ways. First, they are able to get suggestions or learn from the colleagues related to which teaching technique(s) that is best applied to teach particular materials in order to help students learn more maximally based on their colleagues' experience. Second, having received suggestions from their colleagues, they usually do not directly apply what their colleagues suggest them to do. They would analyze whether the suggestions are applicable to be applied in their teaching context by considering the students proficiency level and the practicality as well. Through this process, the research subjects have got the chance to improve their analysis skill regarding the practicality of the teaching

technique. Next, having implemented the suggested teaching technique(s), the research subjects usually do the reflection and share it to their colleagues. In this process, the research subjects and the colleagues are then able to develop their analysis skill regarding the strength and the weakness of the applied teaching techniques. Thus, the information is going to be very useful for both of them to broaden their knowledge related to the practicality and effectiveness of particular teaching techniques.

Furthermore, joining Teacher association forum has also helped the research subjects develop their competence related to teaching implementation. They have got insights dealing with various teaching techniques which can be implemented for their teaching practices from the other MGMP members in the discussion session and from the invited speakers or trainers in the workshop session. Besides getting more knowledge, the research subjects are also able to get proposed solutions from other MGMP members related to their teaching problems. Also, peer teaching activities that they have done have given them chances to apply what they have known about teaching techniques and procedure as well as to get helpful feedback from other MGMP members and invited trainers.

In addition, the research subjects have also developed their competence in teaching implementation by joining seminars and workshops. They have got a lot of insight dealing with various interesting teaching techniques in teaching the target language. Also, they have got experience how to apply the presented teaching techniques in the simulation process during the workshops. Thus, they are able to get useful comments both from the trainers and the other participants related to whether they have implemented the technique well. Moreover, through the Q and A (Question and Answer) session, they get the chances to share their problems and difficulties in the teaching process in hope that they get proposed-solutions from the trainers to be applied in their teaching practices.

Next, making use of the internet is undeniable to be considered as another PD activity which has helped the research subjects in teaching implementation. They have got information dealing with the ways how to teach particular materials on the internet. However, they still need to select or adapt the techniques regarding their students' proficiency level and the practicality. In other words, they do not directly adopt what they have found on the net to be implemented in their teaching practices. Also, they have obtained a number kinds of English games which can be applied in their teaching practices to make the students more interested in learning the target language. Through this process of selecting, adapting or modifying, implementing and reflecting what they have found on the net dealing with teaching techniques or procedure, the research subjects have developed their competence in teaching implementation.

Besides the four kinds of PD activities done by all of the four research subjects, there are also some of PD activities which are done by most of the research subjects. One of them is joining relevant courses. The present PD activity has been done by PT 1, PT 3, and PT 4. PT 1 and PT 3 who have joined the same ELT courses explain that they have learnt a lot through the process of material presentation about teaching techniques and classroom management by the speakers or trainers, Q and A sessions related to their problems in their teaching practices as well as the clarity of the presented materials, and peer teaching activity related to the implementation of the presented teaching techniques in which the research subjects get meaningful feedback

about their performance. Additionally, PT 4 has also learnt how to implement particular teaching techniques and do simulation for the presented teaching techniques in the short course she has joined.

Furthermore, reading relevant sources (books or journals) has been also done by PT 1, PT 2, PT 3 in developing their competence related to their teaching implementation. By reading relevant sources, those three research subjects are able to broaden their knowledge related to kinds of communicative teaching techniques which can be applied in their teaching practices. Thus, they can select or adapt which teaching techniques that are best applied in their teaching context considering their students' proficiency level and the number of the students. Also, they are able to get insight related to up-to-date teaching techniques which are considered effective to teach particular materials to the students in EFL context from the articles they have read. However, those three research subjects need to analyze whether the updated teaching techniques they have found in the articles are applicable in their teaching context or not.

Next, doing classroom action research has also help PT 2, PT 3 and PT 4 in sharpening their competence related to their teaching implementation. Through the stages they have gone through in a research, they are able to solve the existing problems in their teaching by implementing appropriate teaching techniques. More specifically, through the process of planning an action in which they have to prepare materials and decide which teaching technique to be implemented to solve the identified problems, they are able to sharpen their analysis skill in selecting which teaching technique to be used based on relevant consideration. Next, through the process of implementing the action, they have got the chance to implement what they plan in order to help the students solve their learning problems. Also, in the process of observation and reflection, they are able to observe the result of the implemented action and see whether the result has met the criteria of success. In the reflection process, they are also engaged in analysis the strength and the weakness of the implemented action in relation to the solving process of the identified problems. Having gone those process in the research, the three research subjects think that they have been able to develop their competence in teaching implementation.

Lastly, the PD activity dealing with team teaching has been done by PT 4 in helping her to develop her competence in teaching implementation. Since she is working with her teammate from designing the lesson plans, preparing materials and media as well as implementing what they have prepared in the teaching implementation, PT 4 states that she has learnt how to take and give suggestions a lot during those processes. Sharing what teaching techniques to be implemented to help students achieve the learning objectives or to solve the existing problems in the classroom context as well as getting meaningful feedback related to her performance in implementing the teaching procedure have helped PT 4 develop her competence in teaching implementation.

Discussion

With regards to the models of professional development of the research subjects in the present study in developing their pedagogical competence in teaching implementation, the overall findings have strengthened the previous studies regarding kinds of models which are commonly done by English teachers to develop their competence in relation to their teaching profession. Out of a number of kinds of PD activities undertaken by the subjects to develop the

their competence in teaching implementation, there are four PD activities which have been confirmed to be the trend as the most common PD activities done by all of the subjects. Those are joining teacher association forum, having informal discussion with colleagues at the same school, attending seminars and workshops, and making use of the internet.

The models of PD activities done by the research subjects involving teacher community such as joining teacher association forum (Teacher association forum) and having discussion with colleagues at the same school are similar to what is stated by Garet, Porter, Desimone et al. (2001), Datnow et al. (2002), Lay (2010) and Hismanoglu (2010) who say that having such kind of study group for teachers (either formally or informally done) is exceedingly helpful for them because this type of PD activity can be more responsive and have practical influence for teachers' teaching practice. Moreover, the discussion part which has given the subjects chances to take and give meaningful suggestions to other MGMP members and their colleagues at the same school has confirmed the idea that involving colleagues as one of the sources in providing meaningful feedback related to the classroom practices is also one of contributive elements to the teachers' professional development (Vo & Nguyen, 2010).

Then the PD activity dealing with attending seminars and workshops has also supported the previous studies concerning the importance of seminars and workshops for teachers' professional development process. The aspect of the seminars and workshops which involves the invited experts to be the speakers or trainers as one of the contributive elements in the way how teachers learn is in line with what is stated by Carlisle and Berebitsky (2011) who explain that the presence of experts can help teachers to broaden their knowledge related to their problem-solving activity in the teaching practice. Still in line with this, a number of studies done by Garet, Porter, Desimone et al. (2001), Richards & Farrel (2005), Madya (2007), Smith & Gillespie (2007), Munera et.al. (2011), and Priajana (2015) have shown that such kind of training program or workshop is still often done and needed by teachers to help them improve their teaching competence even though there is a notion that it is the common type of professional development activity that is most criticized in the literature in terms of its duration, content and activities (Garet, Porter, Desimone et al., 2001). In addition, the finding shows that all of the research subjects have made use of the internet as one of their PD activities is also in the same vein with Macia & Garcia (2016) who explicitly say that learning has become open through the use of portable devices and the availability of the internet has offered opportunities to enhance the teachers' professional growth.

According to the research finding dealing with the ways how the PD activities help the research subjects develop their pedagogical competence in teaching implementation, it can be interpreted that there are three main kinds of learning types that contribute to the subjects' competence development (individual learning, colleague-related learning, expert-related learning). The revealed conceptual framework of the learning process of the subjects in the present study can be seen in Figure 2.

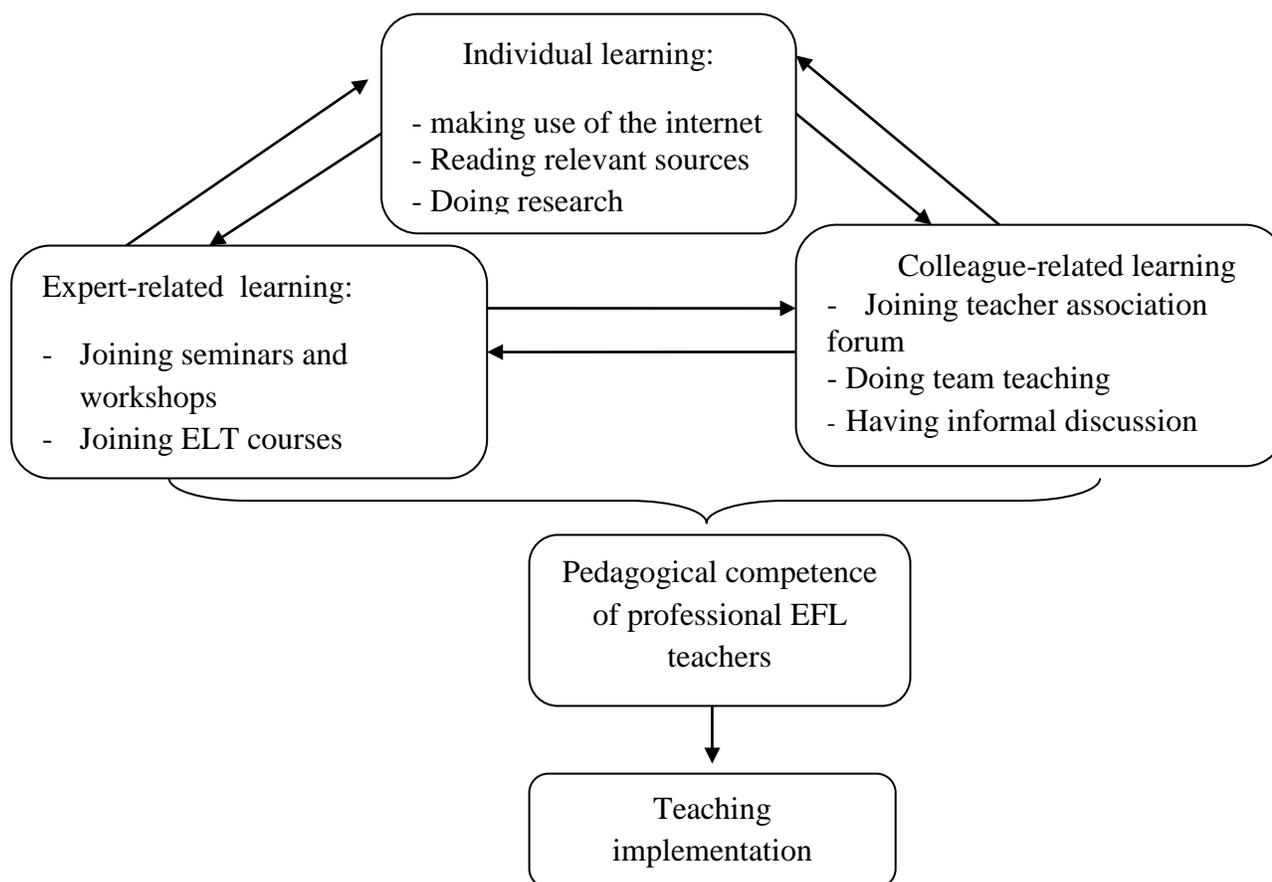


Figure 2 The framework of how professional EFL teachers learn through their PD activities in developing their pedagogical competence in teaching implementation

As what can be seen in Figure 2, the three main kinds of learning process include individual learning, colleague-related learning as well as expert-related learning. Individual learning accommodates kinds of PD activities done individually by the subjects, colleague-related learning is addressed to kinds of PD activities involving colleagues or teacher community, and expert-related learning refers to kinds of PD activities involving the presence of experts or trainers. Those three kinds of learning types have contributed each other which means that what the subjects do individually for their learning can be also related to what they learn from their colleagues or experts. In other words, even though the subjects do kinds of PD activities which belong to each type of learning differently in terms of the frequency, all those three learning types have positively built upon their pedagogical competence.

Referring to the framework in Figure 2, it is then important to relate this with social learning theory as proposed by Wenger (1998) as well as situated learning theory by Lave (2009). The notion that the subjects have done a number of PD activities which are classified into colleague-related learning type has supported the social learning theory as proposed by Wenger (1998). This can be seen from the activities which emphasizes on collaborative experiences. Moreover, the subjects have been also engaged in practices with their colleagues

and getting involved in the community. Furthermore, the problem-solving experience collaboratively with colleagues and doing team teaching in their teaching context have become the aspects of learning which are in line with the concept of social learning theory. Besides, the finding presenting the subjects' activities in doing reflection for their day-to-day teaching practices and having context-specific learning through the discussion either with colleagues or experts is in line with the situated learning theory proposed by Lave (2009).

Conclusion

This study has revealed the ways Indonesian English teachers develop their pedagogical competence.. Those Professional Development (PD) activities include joining teacher association forum, attending seminars and workshops, making use of the internet, having informal discussion with colleagues at the same school, joining ELT courses, reading relevant sources, doing research and team teaching. The ways how those PD activities contribute to the professional EFL teachers' competence development in teaching implementation cover problem-solving, taking and giving feedback, broadening knowledge, getting insight from the experts, doing reflection, and researching.

Nonetheless, some limitations of the present study are noted. First, this study focuses on one of the aspects in pedagogical competence, that is teaching implementation. The other aspects of pedagogical competence dealing with teaching preparation and evaluation on students learning are still needed to be investigated further to contribute more to the body of knowledge related to EFL teachers professional development. Second, the length of teaching experience is not included in the criteria to select professional EFL teachers. Thus, future researchers can investigate further how professional EFL teachers from different category of the length of their teaching experience develop their professional development.

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