

CHAPTER I

INTRODUCTION

A. Background of Study

Teacher is the key person in the process of implementing education, without a teacher, education will run unequally. The success of education is strongly influenced by the role of the teacher in the process of implementing education. Therefore, teachers must always develop, so that the acquisition of students' knowledge, skills, attitudes and values can be maximized. Of course, educational institutions need competent teachers in order to be able to arrange such educational plans so that it leads to the personal qualities of students in accordance with the ideals of education. Teaching is profession that requires special preparation to develop it. This is not an exaggeration, considering that the teacher is a key figure in the education process.

Teachers are also professionals who are responsible for educating and teaching students with their experience in both formal and non-formal settings. Through this effort, students can become intelligent and high ethical people.

Every teacher must have competence in carrying out their duties. Competent teachers are teachers who are able to carry out their duties well and successfully. Teacher competence is different from other competencies.

Teacher competence is more unique because the subject is human as a unique being. Therefore, not everyone can become a teacher, let alone a professional teacher. In general, teacher competencies can be defined as skills, knowledge and attitudes possessed by teachers conceptually, as well as operational abilities to implement them in the learning process.

Teachers are positions or professions that require special skills as educators. This work cannot be carried out by people who do not have the expertise to carry out activities or work as teachers, especially professional teachers who must master the ins and outs of education and teaching with various other sciences that need to be fostered and developed through a certain period of education or pre-service positions. As a profession, all teacher should have pedagogic competence, personality competence, social competence and professional competence.

Teachers must provide professional and proportional, fair and wise services so that they can develop the various potentials of students optimally, both high and low abilities. In this case, the teacher must provide learning treatment according to his ability. Otherwise, they will be disappointed and can cause various unexpected problems. Therefore,

teachers should use interactive strategies so that learning can serve the characteristic and individual differences of students optimally.

Professional teachers do not only function as educators, but also as trainer and curriculum developers who can create conducive learning conditions and atmosphere, namely a fun, interesting atmosphere, giving a sense of security, providing space for active thinking, and being innovative in exploring and elaborating their abilities.¹

As it is known that the ultimate goal of education is the formation of the personality of the subject of students as a whole physically and mentally, physically and spiritually. This goal can only be achieved if the student's personality is forged through education that is programmed, planned, structured, systematic and dynamic by educational institutions.

The low quality of education is not caused by a single factor but by many other factors, namely that some teachers in the country have not met the requirements for both qualifications and competencies. Therefore, as professional educators, teachers are not only required to carry out their duties professionally, but also must have professional knowledge and abilities to improve student achievement in Indonesia in order to able to compete with other countries whose education is more advanced and more developed.

¹ Enco Mulyasa, *Standar Kompetensi Dan Sertifikasi Guru* (Bandung: Remaja Rosdakarya, 2013), 53.

According to observations from several stakeholders at MAN 1 Kota Cilegon on February 14th during the learning period from home, the problems included the teacher not giving or explaining the material easily or understood by students; From these problems, the aspect of developing creatively guided teaching materials has not been fully implemented. Teachers also have not provided information in an interesting way; As a result, the components of producing creatively-led teaching materials have not been implemented properly. Furthermore, as a result of these problems, it can be seen that teachers are not so used to using audiovisual tools (information and communication technology) that are attractive to students, so that aspects of using information and communication technology to develop themselves have not been fully implemented.

Based on the problem above, ignoring professional competence by a teacher will result in a decrease in the teacher's knowledge, abilities, skills, and attitudes. Furthermore, it will have an impact on the quality of education in schools, as students will not receive the greatest amount of knowledge, and it will have an impact on school-based human resource development programs.

Researcher are interested in assessing the professional competency of teachers at MAN 1 Kota Cilegon, in this study she wants to observe of English Teacher Professional. As a result, she recruited two teachers: an

English teacher and a teacher of English language and literature as the object of research.

Based on the background above, the researcher feel interested in studying in more depth about **“An Analysis of English Teacher Professional Competence Based on Students’ Perception”** through research. Because, she wants to examine the professional competence of English teacher in terms of perceptions of class XI students and then this can help the school in preparing human resource development programs.

B. Identification of Problem

The problem formulation of this research is:

1. The teacher does not give or explain material that is easily captured or understood by students.
2. The teacher does not teach interestingly
3. Teachers do not develop themselves to increase their knowledge and competence in teaching.

C. Focus of Study

Based on the background of the problems above, the focus of this research is about aspects of professional competence, namely, mastering the material, conceptual structure, and scientific mind-set that supports the subject taught, mastering competency standards and basic competencies of creatively taught subjects, developing professionalism in a sustainable manner by taking reflective actions, utilizing information technology and

communication for self-development. In this study, using data from the perceptions of the students they teach, because the perceptions of each individual must be different so that they can provide conclusions and interpret what has been obtained during the learning process.

D. Research Question

Based on the problem in the background above, the researcher formulates the problem in research as follow:

1. How good is the professional competence on English teacher of eleventh grade?
2. How is the students' perception on English teacher competence of eleventh grade?

E. Objective of the Study

Based from the statement of the problem above, the purpose of the research are:

1. To know the professional competence on English teacher of eleventh grade.
2. To know students how well they understand the teaching of English teachers in the eleventh grade.

F. Significance of the Study

The result of this research is expected to give contribution to teacher, student and other researcher. The significance of the studies are:

1. For writer (researcher)

By using this method the writer can get a solution to evaluate the study itself will also know the advantages of using this method. And next time, research will also examine another ways to facilitate students in learning English.

2. For teacher

Teacher can evaluate the advantages and this research can be given as variation in teaching English.

3. For students

This research can make the student motivated to learn English in a way that enjoys and comfortable so that it can improve and develop their English learning skill.

G. Previous Study

Previous study there are numerous preceding, research associated with the subject to assist this study. *The first* previous study organized through “Teacher Professional Education in Indonesia and ASEAN 2015: Lessons Learned From English Language Teacher Education Program” by Utami Widiati and Nur Hayati.² This study aims to develop the professional competencies of teacher candidates, on this program aims to develop the professional competence of prospective teachers. In the chapter contained in

² Utami Widiati and Nur Hayati, “Teacher Professional Education in Indonesia and ASEAN 2015: Lessons Learned From English Language Teacher Education Programs,” *ASEAN Integration and Role of ELT*, (2015). 121-148.

this article, it explains how the teacher professional education program is run as a benchmark for the state teacher education program, including program management, curriculum structure, and program implementation. So this article contains presentations on how the program is implemented through daily workshops on planning, conducting, and evaluating lessons, peer teaching, and workshops on classroom-based research. The chapter concludes with an analysis of the benefits and challenges of the programme, particularly in relation to lessons learned for other professional development programs in the ASEAN context.

The second is “English Teacher Professional Development in Indonesia: The Challenges and Opportunities” by Anchieta Ave Avillanova and Paulus Kuswando.³ This study investigates the challenges and opportunities of junior high school English teacher professional development in Indonesia. The objectives of the study are to examine the English teachers’ challenges and needs to develop their TPD. This qualitative study employed questionnaire and in-depth interview as the main instruments for data collection. The findings revealed that the challenges of TPD related to, firstly, program timing as the program was carried out during working hours; and, secondly, lack of information about workshop schedule from the government (Education Office) because,

³ Anchieta Ave Avillanova and Paulus Kuswandono, “English Teacher Professional Development in Indonesia: The Challenges and Opportunities,” *English Review: Journal of English Education* 8, no. 1 (2019), 41-50.

geographically, some schools are located in remote areas. The study also explored the teachers' need for TPD concerning student assessment, classroom management, knowledge and understanding of English, content of performance standards, giving instruction, ICT skills for teaching, teaching students with special learning needs, and school management and administration.

The third is “English Teacher Professionalism and Professional Development: Some Common Issues in Indonesia” by Grace Ika Yuwono and Lesley Harbon.⁴ This study aims to investigate the nature of professionalism as perceived by Indonesian EFL teachers. Findings from interview data suggest that English teacher professionalism in Indonesia is unique, is often different from what is constructed by common literature on teacher professionalism, and could be elaborated in terms of five areas. Those areas are: (1) motives for entering the profession, (2) teaching rewards, (3) the wider society's views about teaching profession, (4) English teachers' career progression, and (5) teachers' perceptions on the meaning of professional EFL teachers. Discussions in this article will only focus on the first two areas. In addition, the paper will also examine how motives for entering the profession and teaching rewards bring an impact on one's professional development.

⁴ Grace Ika Yuwono and Lesley Harbon, “English Teacher Professionalism and Professional Development: Some Common Issues in Indonesia,” *The Asian EFL Journal Quarterly* 12, no. 3 (2010), 145-163.

The similarities of the three previous studies above are discussing the professional competence of English teachers and the development of professional competence. Then in the discussion of their professional competence, they used five competencies following the specifications by the Regulation of the Minister of National Education No.16/2007. So, what is discussed in the three previous studies is continuous with what will be discussed in the next chapter in this thesis.

The difference from the three previous studies above is the data collection technique, in which the data for this thesis involves students' perceptions in it. While the three previous studies above refer to the discussion of professional competency development which is only seen from the teacher's point of view and does not involve students. Whereas student perceptions are as important as teacher perceptions in efforts to develop teacher professional competence, so that human resources in school will increase.

H. The Organization of Writing

Chapter I is introduction. In this chapter the researcher put some points: Background of study, Identification of Problem, Focus of Study, Research Question, Objective of the Study, Significance of the Study, Previous Study and The Organization of Writing.

Chapter II is literature review. This chapter is consists of the theories from some experts who have conducted the research related to this research.

Chapter III is research methodology. Which consist of Research Method, Unit of Analysis, Instrument of Research and Data Analysis.

Chapter IV is finding and discussion, this chapter consists of explanation of the data description and the analysis of data.

Chapter V is closing, thing chapter consists of conclusions and suggestions.

