

**PROFESIONAL COMPETENCE DEVELOPMENT OF THE ENGLISH
TEACHERS IN INDONESIAN JUNIOR HIGH SCHOOL
(A grounded Theory Study of Junior High School in Bone Regency South Sulawesi)**

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ABSTRACT

The objective of this qualitative research is to get comprehensive insight by formulating substantive theory on the development of professional competence of Junior High School English teachers in Bone regency South Sulawesi. It is done through an inductive way of generating theory that is grounded theory. There are twenty English teachers as participant in the research. The data are collected to gain participants` subjective experiences by using in depth interview technique both individually and focus group discussion; structured and unstructured questions, participant observation, and documentation. The data are analyzed by using the processes: relevant text repeating idea themes theoretical construct theoretical narrative. Theoretical sampling is done to get transferable constructs about research concern. The research finding reveals that Junior High School English teachers have two major competences, those are: 1) Core competencies: a) the English communicative competence, b) the intrapersonal competence, c) the interpersonal competence, and d) the adversity quotient. The design of professional competence development of English teachers of Junior High school in Bone Regency South Sulawesi involves: 1) individuals, 2) one-to-one, 3) group-based, and 4) institutional. The manifestation of professional competence development of English teachers of Junior High School in Bone Regency South Sulawesi comprises: 1) students, 2) career, and 3) institution.

Key words: *Professional competence development of English teachers at Junior High School (SMP)*

INTRODUCTION

A. Background

The efforts to develop standards educators in an accountable education system has been identified and realized by many countries, not least Indonesia. In Indonesia, the national education system update is done by using various strategies. One of the strategies in the laws of Indonesia Number 20 Year 2003 states that the national education system, which is pursued by the government for the increment of the teacher professionalism and education personnel.

The study of the professionalism of teachers currently can not be separated from the formulation of the teacher characteristics, competence, commitment, status, respect, autonomy, career development and welfare. Of some

elements of professionalism, it is believed that the teacher competence is the focus of study which is often developed in various forums on the basis of various thoughts, both theoretical and practice.

Relating to the above, as the subjects taught in schools, the teaching English also involves the aspects of teacher competence in English as well. It can be said that being a professional English teacher mean that all sub competence that form well-controlled professionalism. Associated with the realm of professionalism of teachers, especially English teachers, there are some phenomena that need to be observed namely: preservation and development of professional competence of English teachers, differences in the concept of professional competence of English teachers from time to time, differences of

professional competence among teachers who are experienced and novice teachers, manifestations of professional competence in its own English teacher, student, education community and the public.

Some reality shows that an English teacher fluent in English both orally and in writing, not necessarily adept at optimizing the pedagogical competence under their control to transfer knowledge so that students are able to speak English accurately, fluently, and grateful. Conversely there is also an English teacher who has a prominent interpersonal competence that is able to understand the characteristics of students, are able to empathize and to motivate students, but having the English language competence that is not too satisfactory. This phenomenon can be an indicator of the gap between the need and availability of professional English teacher and the actual conditions of teachers.

In practical terms, the formulation of professional competence of teachers contained in Law No. 14 Year 2005 on Teachers and Lecturers, seemed to multiple interpretations. It is described in the laws that teacher's competence includes pedagogical competence (ability to manage learning students), personal competence (ability personality steady, noble, wise, and authoritative as well as being a good example), social competence (ability to communicate and interact effectively and efficiently), and professional competence (ability to master the subject matter is broad and deep).

From the statement, it can be concluded that English teachers have the scientific competence of knowledge and skills in English. Logical consequence of the explanation is more appropriate terminology used scientific competence rather than professional competence because it only involves the ability to master teaching materials alone. Professional competence significantly

broader than the scientific competence, because the professional competence is constructed from various sub-competencies that supports professionalism, one of them is scientific competence.

In addition that the background has been described previously, in theory, the study of the development of professional competence of English teachers as described above can not be explained completely. A theory describes that the development of professional competence of English teachers have not been able to explain the actual conditions of teachers in the field. Therefore, the results of the theoretical construct based on the perspective of the participants as actors at the same data source or rather led to the teacher's voice in this study expected to describe and explain the development of professional competence of English teachers actually and comprehensive. This research seeks to construct a substantive theory about the development of professional competence of English teachers in junior high school (SMP). This research takes the background in the area, especially in Bone regency.

B. Focus and sub focus Research

This research focuses the development of professional competence of English teachers at Junior High School particularly in the Bone district. Based on the focus, sub focus developed that development of professional competence of English teachers at the Junior High School specially in Bone district which include: 1) the development of English communicative competence, 2) development of intrapersonal competence, 3) development of interpersonal competence, 4) development of pedagogical competence, and 5) the development of other competencies.

C. The formulation of problem and research questions

Based on the background of the problem as well as the focus and the sub focus of research, the problem is formulated as follows: how the development of professional competence English teacher at Junior High School in the area, especially in the Bone districts covering: communicative competence in English, intrapersonal competence, interpersonal competence, pedagogical competence, as well as other competencies.

Furthermore, the proposed research questions are: 1) how the development of communicative competence of English teacher at Junior High School in Bone district? 2) how the development of intrapersonal competence of English teacher at Junior High School in Bone district? 3) how the development of interpersonal competence of English teacher at Junior High School in Bone district? 4) how the development of pedagogical competence of English teacher at Junior High School in Bone district? 5) how the development of other competencies possessed an English teacher at the Junior High School in Bone district?

D. The benefits of this research.

This research uses psychological and pedagogical theory, then theoretically, the research is expected to describe and explain the development of professional competence of English teachers which includes cognitive, effective and psychomotor of English teacher in an effort preservation and development of the profession quality.

In addition, it can also be studied with the theory that the motivations, values, beliefs, perceptions and mindsets that underlie the actions are categorized as a retention and development of professional competence of English teachers.

In practical terms, this research can be used as a reference for teachers in generally, English teachers particularly in an effort for preservation and development of professional competence. It is also expected, the results of this research add the reference to the realm of science and knowledge about language education in Indonesia especially professional English and other foreign language teachers.

For the men and women who are interested in the teacher profession including the student of teacher education or candidate of teachers, particularly English education department, this research can be used as a guide for determining the appropriate initial step before they are actually plunging of this education language.

For policy makers, both government and non-government, results of this research can be the concept formulation fundamentally of professional competence of teachers in generally and English teachers in particularly are born into every product of national policy.

THEORETICAL FRAMEWORK

Shermon states that a competency is an underlying characteristic of a person, which enables him to deliver superior performance in a given job, role or a situation.

According to Shermon, competence has two meanings that are relevant: 1) demonstrated ability in the realm of work, the level or the level of a person can do a job, and 2) the definition of the things that a person needs in order to perform effectively involving important matters for support success in a job or profession.

Furthermore, Shermon divided competency into two types, namely: 1) technical competencies: competency-related knowledge and skills. This kind of competence acquired through training are accompanied by certification, 2) non-

technical competence or so-called soft competencies, namely competency related to a person's character or nature.

Another expert Spencer in the Shermom defines that competence are the combination of knowledge, abilities, personal attributes, and skills that contribute to individual and organizational performance.

As a logical consequence of the understanding that has been formulated above, the identification of the competence of professional workers can produce a description of the strengths and weaknesses that purpose to make the right thing for the development of a career or profession. In addition, with the identification of competencies can also predict the behavior that will be generated. For example, the competence related to the ability to understand and manage themselves called intrapersonal competence.

In contrast, the competence with regard to the understanding and adaptation by others called interpersonal competence. Similarly, the understanding and application of the learning process of students may be referred to as a pedagogical competence.

The next expert, George and Jones use skill terminology whose meaning is similar to the terminology competencies according to Shermom. A skill is an ability to act in a way that Allows a person to perform well in his or her role. Furthermore, Katz in George and Jones suggested three types of skills used to perform based on the functions of the organization and the role of a worker. Such skills are: 1) the conceptual, analyze, diagnose the situation and distinguish causation, 2) humanity, and 3) technique; specific knowledge and techniques related to a person's job or profession.

Other views expressed by Armstrong that uses the terminology of competence and intelligence

simultaneously refer to the ability to solve problems and create a result in the richness of the context and background naturally "Intelligence has more to do with the capacity for solving problems and fashioning products in a context-rich and naturalistic setting".

English Teacher Professionalism

The term professionalism preceded by professionals which derives from "profession" means that a job based on education and specific skills. Professional can connote an expert in their department. Professional attitude refers to the improvement of the quality of the profession. Thus, it can be concluded that professionalism that matters relating to the conditions, characteristics and retention efforts as well as the development of a profession.

The other things obtained by The American Association of Professors of Higher Education describes seven characteristics of a profession, namely: 1) An agency of the intellectual which organized and developed as research, 2) a technique of intellectual, 3) a strong bond among the members, 4) have long training period, 5) have their own ethical standards and, 6) to solve the praxis problem, and 7) to influence actively on public policy.

The Opinion is almost as proposed by Houle who stated that three characteristics of professions, namely: 1) conceptual is the change of mission or function of the profession, 2) performance that includes the skill ability in their department, the ability to overcome the problem, the use of praxis knowledge, and self-development, as well as 3) collective identity covers formal training, strengthening of legal, acceptance by the public, ethical practices, and consequences.

Another perspective which is derived from the functionalist who say that the profession is a social fact, and has the

following characteristics: 1) perform work essential, 2) associated with the expertise and judgment high level, therefore it needs time long training, 3) make ideal service, 4) have autonomy, 5) has a counterpart in controlling the selection, training and development work, and 6) receive higher incomes.

Ginsburg and Megahed formulating the concept of professionalism into three things: 1) remuneration versus the ideal of service as a value professions, 2) status compared to other work, and 3) the power or autonomy compared with other occupations

The above opinion can be interpreted that the professionalism associated with the motivation from within and from outside. Professionalism associated with the ideal of service and devotion not only to customers, but also the wider community. Motivation from within interpreted with the understanding that the profession as a vocation, while remuneration is a consequence of the material obtained.

Another expert, Bascia said that a profession has status, honor and authority that is recognized by an institution and the public. Along the way, a profession ruled by the particular institution, evaluating the performance of its members, and has a certain code of ethics. Associated with the teaching profession, Etzioni in Bascia say that the teaching profession is "semi-professional", not as a profession as a whole. this is caused by the teaching profession only meet most of the characteristics of the concept of a profession. Government policies and rules to control the work and teachers` career.

Based on the above statements, it can be concluded that: 1) the professionalism of teachers of English that matters relating to the characteristics, conditions, and efforts retention and professional development of English teachers, 2) the professionalism of English

teachers is formed by: a) competence, b) commitments c) the autonomy and authority, d) income, e) organizations that shelter, f) code of ethics, and g) the recognition of society.

Grounded theory

According to Strauss and Corbin in Goulding, a theory is a set of relationships that offer a reasonable explanation on the phenomenon. Meanwhile, Morse said that a theory provides the best a comprehensive, coherent and simplest models for linking diverse and unrelated facts in a useful and pragmatic way".

Both of the above opinion pitched at the theory refers to statements that can present a simple conceptual relationships to describe a phenomenon which can be proven scientifically.

Glaser and Strauss in Kathy Charmaz (2006) states that the components of grounded theory practice include :

- Simultaneous involvement in data collection and analysis
- Constructing analytic codes and categories from data, not from preconceived logically deduced hypotheses
- Using the constant comparative method, which involves making comparisons during each stage of the analysis
- Advancing theory development during each step of data collection and analysis
- Memo-writing to elaborate categories, specify their properties, define relationships between categories, and identify gaps
- Sampling aimed toward theory construction, not for population representativeness
- Conducting the literature review after developing an independent analysis.

A more detailed perspective of Glaser and Strauss who said Grounded theory is a method that aims to uncover a phenomenon by way of formation of the theory initiated by the description later abstraction and conceptual categorization that aims to explore the essential conditions, consequences and action.

Grounded theory aims to build a hypothesis in a way to hear what participants say. Because the hypothesis is built after the data is collected, then this method is called "research hypothesis formation". There are two basic principles of grounded theory, namely: 1) ask not measure, and 2) build a theoretical hypothesis by using coding.

RESEARCH METHODOLOGY.

Based on the understanding that the purpose of research and professional competence of teachers are a condition, characteristics and effort that shows a process in reality, the researchers used a qualitative approach with grounded theory method. This method is appropriate because the formulation of a substantive theory which is based on naturalness of a reality. Selection of grounded theory based on the opinion of Creswell about the reason for using a qualitative approach to uncover a social phenomenon, such described a process that answers of the questions of what or how, and theories are not available to explain the behavior of participants or theories that have no need to be developed.

The procedure of this assessment refers to design of Auerbach and Silverstein, namely: 1) determine the research focus and theoretical framework, 2) choose a sample by using a theoretical sampling, 3) to elaborate a research focus and framework of theoretical manner to review the relevant literature for theoretical sample found in the field, 4)

build a narrative interviews based on questions that appear on the field and literature review, and 5) continuing the research process until theoretical saturation reached.

Data collection techniques and procedures

The data on the development of professional competence of English teachers of at the Junior High School in Bone district found the events of communication between the participants and researchers, participants with peers, participants and students, participants with the education providers, both government and non-government, as well as with the wider community. The main source of the data obtained from the data generated through interviews between participants and researchers both individually and group discussions. Meanwhile, observation and study of documents used by researchers as a comparison.

The researcher focus on collecting data using grounded theory interview because the subjective experience is central to the research study. Therefore, researchers are working hard to interpret the experience of participants expressed through direct questions individually to researchers and questions put forward before the researcher and colleagues. Data collection takes place cyclically and sequentially until there is no longer a new theme or reached saturation theory. Design interviews used for this purpose, namely: 1) questions based on focus and sub focus of research, and 2) the development of the interview, both the questions and the interview method evolved or changed based on conditions on the ground, among the questions expanded if it were necessary to clarify or confirm the data.

All techniques and steps in the procedure of data collection techniques used as well as the triangulation of validity

checking data. Triangulation was conducted on the triangulation of sources (interviews, observation, documents), methods or techniques (interviews, observations, review of documents) and theory.

Procedures Data Analysis and Interpretation

The coding or analysis used in this research based on grounded theory designs according to Auerbach and Silverstein. In brief, the steps are: relevant text - themes - theoretical constructs - theoretical narrative.

This coding design called elaborative encoding "on - base" (top-down) and "base-on" (bottom-up). The process of "on-base" (top-down) the use of meta-theory to organize the synthesis of concepts derived from the findings, and "base-on" (bottom-up), namely the construction of a new theory that is supported by the synthesis of the concept of the findings.

Collaborative coding purpose is the achievement of theoretical ideas from previous Studies that the relevant text selected based on ideas that have formed the minds of researchers. In detail, the design of coding elaborative are namely: 1) states the focus of research and ideas theoretical, 2) choose the relevant text to be analyzed (the text that is consistent with the idea of theoretical previous and new), 3) noted the repetition of ideas with the grouping, 4) organize themes by grouping the ideas repeated in a coherent category (organizing theme reflects construction old theory with a theory to be built), 5) to elaborate the idea of theoretical previously with classify the themes into units (developing the idea of the theoretical new by organizing themes into meaningful units), and 6) creating a theoretical narrative with participants to review the data in perspective theoretical ideas with participants to review the data in perspective previous theoretical idea with

the new theory. Results of the analysis and interpretation of data is the formation of a substantive theory about the development of professional competence of English teacher in Junior high school.

RESEARCH FINDINGS

1. Development of English communicative competence

Based on the research focus has been formulated, researchers reduce, analyze and interpret the data to generate theoretical ideas about the communicative competence of English participants. Moreover, also conducted the same process for theory construction on the development of communicative competence of the English language.

Some participants stated that the English teacher should mastery the grammar of sub communicative competence, while other sub communicative competence for example pragmatics and discourse will follow it if the grammatical competence mastered well. However, there is also a statement to the contrary that grammatical competence is obtained indirectly at the time of both oral and written speech. Grammatical competence or discourse can be trigger other sub communicative competence.

In oral discourse, obtained data showing that a professional English teacher must be able to do dialogue and monologue in English accurately, fluently and thankful. The opinion is based on the participants still found teachers who perform less accurate speech acts and even unacceptable. For example the use of various language functions such as understanding the expression, responding to specific idioms and language features are contained in various types of text. Moreover, when using international standard of English pronunciation or pronunciation is like nearly native

speakers. The English pronunciation of some teachers still need to be retrained. Relating to the writing of discourse, some participants strongly emphasize features of the language and the generic structure as a type of text that should be mastered by professional English teachers, it is driven by the demands of the curriculum that requires students to master different types of specific text in a certain education level as well.

2. Development of Interpersonal Competence

On the basis of the confrontation of sources and data collection tool that is in-depth interviews, observation and assessment documents diligence on participants, found some of the data that are categorized into intrapersonal competence and development. Basically the construction of theme result of repetition idea of intrapersonal competence and its development is rather difficult to do because it is smelted with interpersonal competence. Therefore, the data collection focused on the subjective experiences of the participant through interview either individually or in group focus discussion. Nonetheless, based on the theory that had been formulated by experts earlier and persistent attempts by researchers to sort and analyze recurring idea to bring new themes ending with a construction theory that researchers consider representative.

3. Development of Interpersonal Competence

The following is obtained on the interpretation of statements, attitudes and behaviors that are considered as interpersonal competence according to participants. Build relationships related to: 1) preservation of interpersonal competencies that activities associated with daily routines such as process participants face-to-face with students in the classroom, teaching preparation and

conduct evaluations. This routine is carried out together with students, colleagues, and accompanied by the principal and institution. 2) the interpersonal competence development activities that can add value to the quality of learning in the classroom. The added value can do something different from the routine as well as additional activities are deliberately carried out in an effort to diversify learning process.

4. Development of Pedagogical Competence

According to some participants, the principle of learning English is one of the fundamental things that should be understood by every teacher. Principles such as learning by doing can motivate students to dare to conduct a conversation in English both in class and outside class.

Basically, the principle of learning the English language is understood by every participant relatively the same. Researchers found variations answers during interviews with participants. The concept of the principle of learning English in the findings of this study include: 1) the strategy of teachers in the learning process in class and 2) values or attitudes that underlie learning process. The strategy means that the action and attitudes of participants which allow students to learn English in an optimal, meanwhile, the value means the understanding and trust of participants for certain thoughts which are supposed to guide the participants themselves and the students during the learning process to achieve specific results as well.

5. Other Competence Development

One of the development of other competence is development of information technology competence, based on interviews and observations on the activity of some participants inside and outside the classroom, found the use of computers, laptops, LCD and a variety of software that

contains English language learning program by participants. Such devices are not only used during the learning process in the classroom, but also outside the classroom.

Found understanding of the competencies of information technology and communication of each participants, namely this competence are: 1) a competence is considered very necessary at this time to facilitate the process of teaching to the teachers for example source of teaching materials, reference, and as a medium of good learning for students, 2) support professionalism of participants as a tool or media update all aspects of learning, 3) a tool develops themselves and profession, and 4) a good tool expands the horizons of local, regional, national and international.

CONCLUSION

Based on the research finding states that the development of professional competence for English teacher at Junior high school (SMP) in Bone district covers: development of professional competence, design development of professional competence, and manifestation of development of professional competence.

Development of professional competence consists of core competence namely; English communicative competence, intrapersonal competence, interpersonal competence, pedagogical competence and other competence namely; information technology competence and communication, research competence, spiritual competence, and adversity competence.

Core competency means that can be described as follows: 1) communicative competence in English which includes: a) competency in English that consists of listening, speaking, reading, and writing, b) English knowledge consists of: phonological, morphological, lexical, semantics and pragmatics, 2) interpersonal competence includes the ability to:

reflection and evaluation through reflection and discussion with students and colleagues, b) doing multirole, c) fulfill the promise, d) seek to avoid tarnishing the dignity of ourselves, e) speak accordance with the behavior, f) changes (dynamic), g) creating new something (creative and innovative), h) uphold the commitment, i) understand the concept of ourselves, j) to motivate themselves, k) to be total, l) high integrity, m) carry out the mandate, n) responsible, etc, 3) Interpersonal competence consists of the ability: a) collaboration (synergy), b) put themselves, c) motivator, d) share, e) reliable, f) friendly, g) understanding other individuals, and multirole.

While 4) pedagogical competence includes the ability on matters related to: a) the principle of learning, b) approaches and methods of learning, c) materials and media, d) evaluation of learning, and the role of the teacher. Other competencies declared and owned by the participants namely: 1) the competence of information and communication technology (ICT), which includes the ability to: a) understand the function and benefits of ICT, b) operate the software and specific hardware, and c) optimize the benefits of ICT to the process learning activities of students and teachers inside and outside the classroom. 2). research competence consists of the ability: a) reflection, b) identify problems profession, c) scientific thinking and conduct scientific research, and d) read the English text. 3) Spiritual Competence includes: believing in substance Almighty, consistently perform religious rituals, c) to be able to manifest belief into reality, and d) to be able to balance the mind, body, and spirit. 4) Adversity competence which includes: a) the ability to manage workload, b) dare to take risks, c) to identify and prohibit the factors of

precipitating the pressure, d) cultural adaptation, and e) balancing lifestyle.

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