## CHAPTER I

###### INTRODUCTION

###### Background

Indonesia, as one of the countries which has placed English as a foreign language and has implemented a wide variety of English teaching models where it becomes a mandatory subject in secondary school level and up to university actually arises many questions. One of the biggest question is English has been taught for students since elementary school but in fact they still find difficulties in using English in communication, and also particularly the situation and condition of the student’s ability level is different in every school. There are some particular schools which have been successful in teaching English as the mandatory subject, but also there are some schools which have not been successful yet to teach English for their students. Probably the teacher professionalism and competence are two of the affecting factors which formed this situation and condition. The level of teacher professionalism and competence in teaching may affect students’ ability in mastering the subject.

In addition, Asriati (2013: 1) states that there are several reasons that probably become the problems of the the students’ failure to use English in the classroom setting. The first is that the English teachers or instructors still lack of capability in teaching the subject itself. This probably happened because they have lack capability in transferring their knowledge to the students. The second is that the method which is used by the teacher does not cover the needs of the students’ characteristics and abilities. The third is that the classroom management system which is applied by the teachers is still not effective to cover the students’ condition in the classroom to create effective classroom circumstances.

The result of Teacher Competence Assessment that has been done by the National Education Ministry reported by Sundari on Sunday, August 5th 2012 (As cited in Asriati 2013: 2) shows that the quality and competence of the junior high school English teachers are still poor. Furthermore Arief on his article on Kompasiana, June 22nd, 2011 entitled “Jangan Asal Jadi Guru” discusses about teachers ability in teaching and learning process. The article also mentioned surprising information about the teachers in Indonesia based on the reports on Kompas on January 5th 2006, close to half numbers of teachers in Indonesia do not have proper competences in teaching and the standard of teachers in Indonesia was still far from what is expected.

According to Rahman (2013: 4) the teaching materials in order to be accepted by students, the performance and the competencies of the teacher must first be accepted by students in terms of science, social, pedagogy and professionalism. This problem that often becomes the biggest obstacle that greatly affect the student's success because although the students have high interest, if it is not matched with adequate competence of the teacher’s communication will not be established by either in the classroom. There are many researchers which has discussed about this condition. Anugerahwati (2009) reports her findings on Professional Competence for Teachers of English in Indonesia: A Profile of an Exemplary Teacher. Her findings shows that an exemplary teacher should be one who, most of all, has outstanding personal competences, i.e. the pedagogical, subject matter, and social competencies.

Teaching in fact intends to deliver the students into the objective that have been planned before. In practice, teaching behavior shown by the teacher may vary, even though the aim is the same. A variety of teaching and teacher's behavior is traced by obtaining an overview of the general patterns of interaction among teachers, content or materials, and student learning. There is no any short cut to be a high grade educator, even though having good models maybe very helpful and further knowing the way to imitate those models while keeping our integrity and appreciate our self uniqueness as an educators (Parini 2005: 59).

We have known for some times that the single most important thing we can do to help students achieve high standards is to put qualified teachers in every class. The teaching quality is one key factor that can increase its competitiveness. Teacher quality is significantly and positively correlated with student attainment and that it is the most important within-school aspect explaining student performance.

In Indonesia, the duties of teachers are established in the act on the National Sistem of education No. 20/2005, especially chapter XI article 40. It is stated that one of the responsibilities of teachers or educational workers is “to have professional commitment to improve quality of education” (Undang-Undang Sisdiknas 2005).

According to the act of teachers and lecturers No 14/2005, teachers need to have four kinds of competences, namely; professional competence (knowledge of subject matter), pedagogical competence (skills in teaching methodology), personal competence (good beahaviour and personalities), and social competence (social interaction and acceptance). Brown (2001: 430) called this respective competences “Good language-Teaching Characteristics”. The characteristics include technical knowledge, pedagogical skills, interpersonal skills, and personal skills.

Because the teacher is a professional educator, he / she must have ability to arrange and manipulate the situation which a learner tries to overcome the learning problems, the teacher needs to be competent in content as well as in the way to deliver that content in order to facilitate learning (Akram in 2010: 2), and the competences are personal, professional, pedagogical and social competence. It is very needed because every day the teacher meets with the students which have different characteristics and as an English teacher of course she/he must have one additional competence namely intra and intercultural competence. Therefore, being a good English teacher should have those competences which each competence has its own criteria.

The competence above should be applied in students’ acceptability in the classroom, where acceptability is actions of a person or group during the task. There are many factors that influence the teacher’s performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers’ attitude toward the students. Classroom is an active place, a place where the teacher constantly interact each other. The teachers giving question, feedback, managing the reward and punishment, praise and giving critique, answering the question from the students and help them when they have some difficulties in learning process (Schunk,2012: 465). There are seven performance dimensions of teachers' job performance. These were preparation and planning, effectiveness in presenting subject matter, poise, relations with students, self-improvement, relations with other staff and relations with parents & community.

In an era when English is greatly increasing in importance, excelent EFL teachers are needed to help achieve the national education curriculum goal. The “good language teachers” might be doing something special or different that we could all learn from. Good language teachers have, of course, an intuitive understanding of language learning (Naiman, 1995: xii). Successful language teachers are often committed to monitoring their own performance quite consciously; they often want to understand the language system. Using teaching strategies that are compatible with student learning styles. should not be the sole approach to classroom instruction. Good language teachers should always need to build on the teaching styles and strategies that they currently use and to experiment with new other teaching methods. All forms of language teaching could be greatly improved if we had a better understanding of the language learner and of the language learning process itself.

Warschauer, (2000: 518) (as cited in Yuwono 2010: 147). Said that professional competence development program for English teachers are undoubtedly desirable and important in all ELT context throughout the world. Today‘s English teachers cannot escape the implications of globalisation. Language teachers, for example, must now be able to reconceptualise how they conceive of the link between language and culture. In addition, there is an urgent need for teachers of English to be able to write persuasively, critically interpret and analyse information, and carry out complex negotiations and collaborations in English‘

As a foreign language, English would be difficult to teach or learn. Therefore, it takes more skills to be able to teach it because besides teaching materials, curriculum and methods, the teacher’s competence is necessary for the successful process of teaching and learning that lead to increased the students’ interest of the material. Thus we can conclude that the teaching materials in order to be accepted by students, the performance of the teachers must first be accepted by students in terms of scientific, social, pedagogy and professionalism. This problem that often becomes the biggest obstacle that greatly affect the student's success because although the students have high interest, but if it is not matched with adequate competence of the teacher’s communication will not be established by either in the classroom, and therefore the synergy between teachers and students are needed for smooth learning process to achieve the educational goals as expected.

Teacher’s professional competence development becomes very important in general area or study of education, it is probably because the professional competence development of the teacher plays an important role in their performance in teaching and the interaction with the students and other members of the school community. The teacher's professional competence is a set of capabilities that must be owned by a teacher broadly and deeply so that he can carry out his teaching duties successfully, such as; able to master his skills, able to influence the students' learning process and able to manage a conducive classroom, so that students have the ability to learn. The competencies required of a teacher, consisting of four, namely; professional competence, pedagogic competence, personal competence, and social competence. Development in the field of education is a good media to create human resources.

All English language teachers must have opportunities to update their knowledge and practices to grow in the language. Opportunities for English language teacher’s professional competence development must expand the teacher’s language and teaching skills from entry level to increasingly higher levels of proficiency. Because more proficient teachers are usually more effective teachers. The teacher’s professionalism and competence are two of the affecting factors for the successful in teaching English as the mandatory subject in Indonesian school. Because of the important role of that teachers have, EFL teachers need to be able to improve and develop their professional competences. As may be not easy to say what professional competence English language teachers should possess or how they should improve and develop as professionals. This is because the concept of ELF teacher’s professional competence itself is relatively not easy to define and it is constantly changing. Also, the aim of the study is to investigate English teacher’s professional competence development within the Indonesian educational context a context which is characterised with a lot of complex realities, limitations and obstacles in its classroom. Perhaps for Indonesian context, English teachers following Walker‘s (2001) (as cited in Yuwono 2010: 148) brief summary are considered to be professional‘ if they at least: (1) have educational qualifications, (2) have good subject-matter knowledge, and (3) are skilled practitioners in the classroom.

This is a research, then which illustrates well researchers’ contributions and observation about the teachers professional competence development which are possessed by the EFL teachers in indonesian educational context, it is important to conduct a research which observed the teacher’s perception on the meaning of professional competence development, EFL Teacher’s professional competence development practices in teaching classroom context, the way of them in developing their professional competence, Above all, by this phenomena the researcher conducted a research entitled; *“EFL Teacher’s Professional Competence Development: An Ethnographic Study In Indonesian Educational Context”.*

## B. Problem Statement

Most people would agree that teaching in fact intends to deliver the students into the objectives that have been planned before. Successful EFL teachers are not only able to teach but also able to help students to learn. They know why their students learn. (Thompson. P.2). Believing in that a clear understanding of this phenomenon provides a meaningful addition to the understanding of the teacher professional competence necessary for English teaching. How teacher’s professionalism is, how teacher’s competence is, how extent do teachers practice their professional competence in the classroom setting, how teachers are flexible and vary their teaching strategies, how extent they understand learners and their roles, rights, needs and motivation. It is obvious from the previous discussion that the major problem is EFL teacher’s professional competence development they possess in Indonesian educational context. These phenomenon is the main concern of this research, and hence it is the core of the whole discussion.

Realizing the problem above, this study attempted to answer the following three research questions, as follows:

1. What are the EFL teacher’s perceptions on the meaning of professional competence development?
2. How do EFL teachers translate their professional competence development into their classroom teaching practice?
3. How do EFL teachers develop their professional competence that contribute to their teaching?

## C. Objective of the Research

Related to the problems of the reasearch above, the objectives of this research were as follows:

1. Knowing and analyzing information about EFL teacher’s perceptions on the meaning of professional competence development
2. Finding and analyzing how EFL teachers translate their professional competence development into their classroom teaching practice; and
3. Finding and analyzing information about EFL teacher’s initiative to develop their professional competence that may contribute to their teaching.

**D. The Significance of the Research**

The benefit of this research was classified into two parts, theoretically and practically to the field of foreign language teaching and learning.

1. Theoretical benefit

1. It is expected that the finding of this research will give contribution in the theory of EFL teacher’s professional competence development for successful teaching.
2. The findings of this study hopefully will encourage the EFL teachers to carry on their language teaching by means of identifying their own teaching technique, strategy and developing more preferred teaching
3. Provide new facts on the finding of similar researches, especially about EFL Teacher professional competence development on successful teaching.

2. Practical benefit

1. It is expected that the results of the study gives execellent contribution on teaching and learning English as a foreign language in Indonesia by hoping that it would be applicable in term to enhance the teaching and learning process in the classroom setting
2. Become a source of information for the next writer who wants to conduct a research of English teaching.
3. By knowing the teachers’s perception towards the EFL teacher’s professional competence development, the teaching techniques and strategies of the good professional competence development of EFL teachers, and EFL teachers’ best effort to gain their professionalism and competence will help the English teacher to evaluate their selves in order to improve their ability to be a successful teacher which is for successful teaching as expected.

**E. Focus of the Research**

By discipline, the study is under psycholinguistics and Teaching English as the Foreign Language (TEFL). The content coverage is limited in professional competence English language teachers in terms of their capability and performance in teaching. This research was focused on the perceptions of EFL teachers on the professional competence development, how do they translate into their classroom teaching practice, how do they develop their professional competence and their link to the student’s successful. This research limited the content of the research on the discussion about teacher’s professional competence and competence practices in teaching classroom context.