

## **Chapter I**

### **Introduction**

This chapter introduces the basic consideration about the professional competence of teachers' in English teaching.

#### **Basic Consideration**

Education is the important aspect to advance a country. Without Education there is not quality of human resources, to get the quality education we must have good teachers because teacher is one of the important elements in education instead of students. The teacher is the spearhead in improving the quality of education, where the teacher will do a direct interaction with learners in learning in the classroom. The quality of education starts through the teaching and learning process. That is, the overall quality of education starts from the quality of learning by teachers in the classroom.

Political and Economic Risk Consultant (PERC) survey says that, "quality of education in Indonesia is on the twelfth list of twelve countries in Asia. Indonesia's position is under the Vietnam. The data report by The World Economic Forum Sweden (2000), Indonesia has low competitiveness since the rank is on thirty seventh from fifty seven observed countries in the world."

According to Suparlan (2008, p.93) the standards of competence that should be possessed of a teacher is divided into 3 namely the management of learning in the classroom, academic mastery in which a teacher must master the material conveyed, and the last professional development.

Unlike the Standard of competence in the regulation of the Minister of national education in the 2007 number 16 about the standard academic qualification and competence of teachers, in the regulation there are 4 kinds of competence of teachers, i.e pedagogic competencies, personality, social and professional. To have all competences, the teachers must have professional Education for one year.

The process and purpose of education should be based on standard competence professional of teachers in the regulation of the Minister of national education. In carrying out main task of learning, there are still many teachers who are not able to apply fourth standard competence of teachers in learning. There are teachers who just transfer their knowledge to students without developing the potential in themselves. The professional teachers in demand must be able to master the curriculum, learning materials, techniques and learning method, and to manage classroom. Teachers need to develop teaching materials in accordance with the needs of students, not only based on textbook.

The cases above was found by the researcher in SMK Negeri 1 Bulango Utara during PPL II. There were some teachers who did not show their totality in teaching. In this case, by the reason of having business outside, the teachers only gave textbooks to students and asked them to read the textbook and do the exercises in the book. Students were very happy because they can play or leave the classroom without the teachers. Fortunately, there were few students who did the exercise by understanding the examples provided in the book, so that they joined their friends to play or even leave of class before the break time. This case happens because there were no surveillance from the teachers itself. Whereas, teaching-learning process is still in teacher-center even though the implementation of curriculum 13 is students-centre. In Curriculum K13 as a new curriculum that make students' is students-centre. The teachers act as mediator that directs in

learning to reach the objective of the learning. Students are expected to be able and more active in classroom, teacher just only direct the purpose of learning. If students learn by themselves without referral of the teacher, then the learning will not be effective. Quality expected in the learning is not in accordance with requirement of professional competence of teachers so that is the impact on the effectiveness of teaching activities.

Considering the cases, the researcher is interested to do the research with the title The Professional Competence of Teachers in English teaching at SMK Cokroaminoto Kotamobagu. SMK Cokroaminoto Kotamobagu is one of favorite schools in Kotamobagu and labeled school with Internasional Standard. As the graduated student of SMK Cokroaminoto Kotamobagu, the researcher claims that there were teachers who used the speak English when students faced difficulties in understanding the material explained by the teachers. Thus, the purpose of learning could not be achieved since students cannot understand what the teachers said in English. There is also a teacher only gave textbooks to students and asked them to read the textbook and do the exercises in the book by the reason of having business outside. But not all English teachers in SMK Cokroaminoto does the same thing, there were some teachers who teach with procedure teaching and learning. Here, the researcher would like to know if there are still such teachers in SMK Cokroaminoto kotamobagu after four years later with excellent school progress.

### **Problem Statement**

In the statement and phenomena described in the basic consideration above, the researcher identifies the problem as follows:

How is the professional competence of the teachers' in English teaching in SMK Cokroaminoto Kotamobagu?

## **Objective of the Research**

This research is aimed to explain the professional competence of the teachers in English teaching in SMK Cokroaminoto Kotamobagu.

## **Delimitation of the Research**

This research focuses on the teachers' profesional competence in English teaching. The researcher only focuses on English teaching (method, materials, creativity to make simple aids, and using the technology) Agung (2014, p.238) divides five indicators of assess the competence professional teachers in English teaching.

## **Significance of Research**

There are three Significances of this research, firstly for the teachers' can know the shortage of teachers itself with the results of this study. So, the teachers' can correct their mistakes in learning. Then in process learning will run better and can improve quality education especially in English teaching and learning in SMK Cokroaminoto Kotamobagu.