

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In carrying out the teachers' duties as educators they should have competence because the main task of a teacher is not only transferring knowledge to students but educating, directing, evaluating, and providing stimulus. So that the existing potential can also be determined from the way of teacher teaches. In other words the way of students learn will be determined from the way the teacher teaches.

Based on the previous explanation of teachers who have professional competences have to prepare everything well before they teach the students. Teachers prepare the lesson plan, material, and media to support the learning process. Teachers also prepare the teaching with appropriate method or techniques they use. Here, a teacher should have extensive knowledge, especially related to the subjects they teach. The teachers also are expected to behave well, be professional, discipline, and responsible because they are models for students. Teachers have to have the ability to build relationship with other teachers, students, and the surrounding community.

Teachers' competences are very important in supporting them to teach the materials professionally. A teacher who is professional in teaching can motivate students to learn within and outside the classroom. In addition, professional teachers must be able to build students' interests, abilities, and potential in the learning process. Teachers can be considered to be professional if they can become experts in the material & its structure, have scientific concepts & mindsets that support the lessons being taught, and master the competency standards & basic competencies of the subjects being taught. It means that professional competence are teachers' competences in mastering teaching material.

Teachers are required not only to be intelligent but creative, productive and innovative (Syarifah Rahmah in Suci et al., 2022 : 105). Teachers who are qualified and intelligent are the teachers who can provide value and change transformation to students. Many researches have been done on teachers, but

there is still very limited research on teacher quality in relation to sustainable professional development. The limitations of the term in this study mean teacher quality refers to aspects of professionalism and pedagogical competence, while professional development is more directed to social competence and personality competence.

According Nurhalima in Rahmawati & Nuryani, (2022:1) Professional teacher has the ability to master in-depth and extensive learning material which can be guiding students to gain the standard competence as set out in The National Education Standards. Simply professional competence means the ability in mastering the materials to fulfill the standard competency which has been set by the Minister of Education (Nurhalima in Syamsinar & Jabu 2022 :1).

Professional competence is very important for the life of an educator because they can use their expertise to educate students properly and correctly, so that material can be conveyed to students. Teachers' professionalism competences also have several indicators, according to National Education Minister of the Republic of Indonesia in Nurhalimah (2022 :1) Professional competence has five indicators. They are: (1) mastering the materials, structure and concept of the subject taught; (2) mastering standard and basic competencies of the subject taught; (3) developing the learning materials creatively; (4) developing their own professionalism; and (5) using the information technology.

From the previous explanation, it can be concluded that a teacher who has professional competence must fulfil these five indicators, but from the results of observations on Tuesday 25 October 2023 conducted by researcher at SMK Negeri 1 Gunungsitoli Alo'oa, it was found that there were still indicator that had not been fulfilled. The first and second indicators have been implemented well at SMK Negeri 1 Gunungsitoli Alo'oa. However, the third, fourth and fifth indicators have not been achieved well. The third indicator expects teachers to be able to develop learning materials creatively, in fact researchers found that teachers were less creative in developing learning materials. It can be seen from the examples or materials presented that were still taken from the internet, and still did not show the results of their work. Furthermore, the fourth indicator about developing their own professionalism seemed that teachers and finally the indicator of teacher

professionalism about the use of the information technology seemed that teachers did not use technology in teaching and learning process maximally. For example, in listening material, a professional teacher should be able to introduce technological access to students, namely by providing appropriate media, for example providing their own audio to give to students, so that they are able to understand how audio should be used in listening material.

In connection with the explanation above, the researcher conducted research using qualitative analysis research methods. Qualitative research is a process of investigation to understand based on different methodological traditions of inquiry that explore a social or human problem. Meanwhile, Nadia Amalia in Sugiyono (2020: 56) suggests that qualitative research is used to examine natural object conditions, where the researcher is the key instrument. The data analysis conducted was to analyse the professional competence of teachers used by teachers in teaching English and to find out the factors that influence the professional competence of teachers in teaching English. The researcher obtained data from observation, interview of English teachers at SMK Negeri 1 Gunungsitoli Alo'oa. The researcher investigated the professional competence of teachers when teaching English in the classroom by using a qualitative research method entitled, **“An Analysis of Teachers’ Professional Competences in Teaching English at SMK Negeri 1 Gunungsitoli Alo’oa in 2023/2024”**

1.2 Focus of the Research

From the background of the problem above, there are some focuses of the research are :

1. To analyze the English teachers’ professionalism competences in teaching English at the SMK Negeri 1 Gunungsitoli Alo’oa in 2023/2024.
2. Find out the factors that influence the English teachers’ professionalism competences in teaching English at the SMK Negeri 1 Gunungsitoli Alo’oa in 2023/2024.

1.3 The Formulation of the Problem

Based on the focuses of the research above, the research questions are formulated in the following questions:

1. How were the teachers' professionalism competences in teaching English at SMK Negeri 1 Alo'oa?
2. What were factors that influence English teachers' professionalism competences in teaching English at the SMK Negeri 1 Gunungsitoli Alo'oa in 2023/2024?

1.4 Purpose of the Research

The purpose of this research are to analyze how the English teachers' professionalism competences in teaching English. Then to find out the factors that influence the teachers' professionalism competences in teaching English at the SMK Negeri 1 Gunungsitoli Alo'oa in 2023/2024.

1.5 The Significances of the Research

1.5.1 Theoretically

This research is used as a guideline for the next generation who wants to examine how the English teachers' professionalism competences. This research is also useful for teachers in improving their professionalism.

1.5.2 Practically

The researcher conducted this research in order to make a good contribution as follows:

- a. For the researcher, this research used as guidelines when become a teacher in the future.
- b. For teachers/students, this research is used as a guideline in correcting mistakes that have occurred.
- c. For future researchers, this research is useful as a guideline in researching teacher professionalism.
- d. The research result will be beneficial for University of Nias to upgrade its rank through scientific publication in the future.