



THE JUNIOR HIGH SCHOOL ENGLISH TEACHERS' FULFILLMENT OF THE FOUR COMPETENCIES

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Abstract

This thesis is a study of how the English teachers fulfill the four competencies as stated in the regulation of education minister number 16 year 2007. The study used qualitative method in which purposive sampling technique was employed. Fifteen English teachers from some private and state schools were chosen as the sample of this study. The data of teachers' competence was obtained from interviews and classroom observations. Based on the analysis, the teachers' fulfillment in pedagogical, professional, personal and social competencies had different results. Based on the teachers' perceptions, the English teachers' fulfillment in pedagogical competence was good while the students assumed that the teachers' fulfillment was fair. Then, concerning professional competence, based on the teachers' perception, the fulfillment was fair but the students agreed that the fulfillment was fair. In terms of personal and social competence, the teachers agreed that their fulfillment was excellent but the students assumed that the fulfillment was good.

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INTRODUCTION

In today's international world, English is the most significant language. The importance of English cannot be denied because English is the most common language spoken everywhere. English is used in many fields, for example in the world of international education, technology and engineering. Education must always follow the development of science and technology. The development of science and technology has made the world into a single unit as if eliminating boundaries between countries. Therefore, language of international communication has become a necessity to communicate globally. David (2000:1) states, "English is a global language". This means English is main language used in global nations. If a person is not able to communicate globally, it will be outdated from other nations.

English is a tool for oral and written communication. Someone can communicate, express information, thoughts, feelings, and develop science, technology, and culture to the other people in other countries by using English. The statement is also mentioned in Indonesia department of education and culture regulation that English is a tool to communicate in oral and written. Communication in English is intended to understand and express information, thought, feeling, and develop science, technology, and culture by using the language. The ability to communicate in a full understanding is the ability of discourse (Depdiknas, 2003:14).

Based on the regulation, it can be concluded that the teacher's role is a professional with a primary duty of educating, teaching, guiding, directing, training, assessing and evaluating students, not only focus on the way of transferring knowledge to the students in the formal education. However, English education in Indonesia still needs a lot of improvement. Ferryal (2010: 2) stated that a competent teacher should have the ability to organize and teach in interesting and flexible ways, using good teaching methods.

However, in reality, the government creates new rules that English is no longer

compulsory subject in elementary school so that it is the problem that English can not be taught earlier for the students. In this case, English in Junior High School is the first level for the students to get English lesson. Therefore, the English teacher in Junior High School as a key person in the class should have good interaction and competencies which potentially support and help the students to improve their skills in learning English. Senge in Comensoli (2014:3) that teacher is an expert who is capable of imparting knowledge that will help learners to build, identify and acquire skills that will be used to face the challenges in life.

Celce-Murcia suggests that the English teachers need good competencies to make the effective English teaching and learning in the classroom so that they can gain the good achievement for the students. Moreover, the English teachers have to develop their competencies to have sophisticated teaching for students. According to Rockoff (2004: 247), teachers have a fundamental role in their learners' academic achievement and their quality can highly influence student outcomes. For this reason, increasing the competencies must be conducted by the teachers because they have significant influence in forming the students' intelligent and personality.

The success of education depended on the teachers' quality. English teacher is an important element in education. Broch (2006: 28) found the desirable characteristics of an effective language teacher are having knowledge and command of the target language; able to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students. She or he is a core role in the success of English Language Teaching contexts through out the world especially in developing city like Semarang to treat as the same as the developed city. It is also a proof that in this global era, English is the excellent language for communication and it is needed in the learning and teaching process in the developing areas such as Semarang. Due to the importance of competencies for the teachers' quality, this study was conducted on the way of Junior High

School English teachers in Semarang fulfilled the pedagogic, professional, personal and social competencies based on Minister of Education as stated in regulation number 16 year 2007.

METHOD OF INVESTIGATION

The research study was conducted by using the qualitative method through the survey research. There are some definitions of qualitative research. According to Parkinson and Drislane (2011: 8), one of the purposes of qualitative studies are to understand the participants' point of view of the events, situations, and actions that they are involved with and of the explanations that they give about their lives and experience. Taking the definition into consideration, the researcher decided that the qualitative study was used because the study was intended to explain the quality of Junior High School English teachers' competence in Semarang and whether it met the competencies stated by the Education Minister regulation number 16 year 2007 or not. The four competencies are pedagogical, professional, personal and social competence.

To get valuable data, the researcher administered a questionnaire and did interview to teachers as well as the students. It was intended to reveal the conditions of teaching and learning process in the school. Then, the researcher carried out classroom observations. Here, the researcher discussed how the English teachers fulfill the four competencies as stated on education minister regulation number 16 year 2007.

This study was conducted at fifteen Junior High Schools in Semarang. Fifteen Junior High School were chosen to be the samples of the study to represent all the Junior High School in Semarang.

This study observed the Junior High School English teachers in Semarang. Role of the researcher in this study was as participant observer. It meant to collect the data, the researcher only observed the classroom activity in doing teaching and learning process as well as conducting some interviews to the teacher and

students without interfering to the teaching and learning process.

The procedure of collecting the data in this study involved several steps. The data collection steps involved the setting the boundaries for study, collecting information through observations, interviews, documents, visual material and establishing the protocol for recording information.

Then the collected data would be analyzed by using Miles and Huberman's model of analysis. The steps of Miles and Huberman's were data collection, data reduction, data display and conclusion. Furthermore, the average score was calculated by using the Triage theory.

RESULTS AND DISCUSSION

The data of this study were obtained through interview and classroom observation to English teachers who teach at fifteen Junior High Schools in Semarang as mentioned in the previous chapter. They taught in different schools which consist of state and private schools in Semarang. Here is the result of teachers' competencies:

Teacher	Competencies							
	Pedagogical		Professional		Personal		Social	
	T	S	T	S	T	S	T	S
Teacher 1	94%	83%	91%	84%	98%	91%	100%	91%
Teacher 2	92%	81%	83%	80%	100%	90%	100%	89%
Teacher 3	80%	81%	76%	76%	100%	87%	100%	88%
Teacher 4	86%	83%	94%	88%	100%	93%	100%	93%
Teacher 5	89%	82%	79%	89%	100%	91%	100%	85%
Teacher 6	89%	74%	89%	74%	100%	87%	100%	84%
Teacher 7	88%	81%	79%	74%	100%	58%	100%	91%
Teacher 8	82%	78%	71%	80%	100%	84%	100%	86%
Teacher 9	70%	76%	64%	69%	100%	78%	100%	76%
Teacher 10	92%	83%	80%	90%	100%	93%	100%	94%
Teacher 11	91%	84%	84%	84%	100%	93%	100%	92%
Teacher 12	91%	80%	87%	81%	100%	84%	100%	83%
Teacher 13	87%	74%	91%	78%	100%	84%	100%	86%
Teacher 14	81%	79%	79%	68%	100%	87%	100%	87%
Teacher 15	83%	82%	69%	67%	100%	91%	100%	92%
Average	86%	80%	81%	79%	100%	86%	100%	88%

Build upon the above the data, the English teachers in Semarang have different competencies. The English teachers' fulfillment to the four competencies emerged in different values. The values based on teachers, students and researcher's perceptions of the competencies achieved by the teacher.

According to Education Minister regulation number 16 year 2007, pedagogical competence is the ability of teachers to manage learning. There are some aspects in pedagogical competence which included on teachers' competence in understanding the students' characteristics, managing the class, developing the students' material, managing the material, developing teaching materials, developing teaching and learning activity, delivering the material, conducted evaluation and communicating with the students. Some aspects were examined and the results of these observations were found that the average score of teachers' competence in pedagogical competence was 86%. This score based on the

English teachers' perceptions while the students thought that the fulfillment of teachers was 80%.

These results were obtained from the questionnaire from teacher and students on the teachers' performance. Then the results were analyzed by using Triage theory that showed the average of the pedagogical competence of teachers was different. Based on the teachers' perceptions, the fulfillment of pedagogical competence was good while the students thought that the teachers' competence was fair. As the statement of Campbell (2001: 451) that teachers also have a fundamental role in their learners' academic achievement and their quality can highly influence student outcomes.

On the whole, there was a difference in the results of an assessment of teachers' competence in fulfilling pedagogical competence. In a result, the teachers argued that they had fulfilled the pedagogical competence in their daily teaching and learning activity. For the correction, it was apparent that the teachers felt that they had already had good competence in the pedagogical aspect, but in reality the implementation of teachers' pedagogical

competencies in teaching and learning process had not implemented maximally. In doing their duty, some points had been done perfectly whereas there were some points that had not been conducted by the teachers in doing teaching and learning process.

Based on the data of interview and classroom observation, the researcher found that all teachers created learning devices that consisted of syllabus and lesson plan. They were used as guidance in determining what would be taught in the classroom. Accordingly, what was taught to students based on the curriculum of the Education Minister. After creating lesson plan, teachers also created other devices like syllabus and time allocation to manage the learning time. Therefore, what should be taught matched with the learning time.

Teachers needed to have professional competence that is constantly improving and developing qualifications and academic competence on an ongoing basis in line with the development of science, technology and art. Here, professional competence was also assessed by conducting the classroom observation and interviews. Based on the questionnaire, the professional competence of English teachers in fulfilling professional competence was 81%. This result based on the teachers' perception while the students agreed that the fulfillment of English teachers' professional competence was 79%. Then, the results were processed using the Triage theory and got the result that the teachers' competence was fair.

Teacher professionalism was analyzed on how teachers master the learning materials provided. When the researcher held observation, the teachers looked to learn the materials before entering the classroom. They prepared all needed to deliver the materials. Everything was prepared as the development of materials and media. As previously point mentioned, the developments of materials were emphasized in the four skills, they are listening, reading, speaking and writing. Those skills were explained one by one so that the students acquired the material achievement maximally.

However, mostly skills learned were reading and writing.

In developing the material in four skills, teachers applied the internet and book learning. Some teacher did it, they looked for some information from the book and internet. Unfortunately, teachers did not use books from native speakers in the development of learning materials. It would be better if the teacher used a book from native speakers as the supporting material. Moreover, teachers carried out the development of the material in the internet such as applying video, pictures and games. This was believed to make learning more interesting and the students could get better understanding to the material given.

To be able to create innovative and fun learning, the teacher must have qualified skills, such as not only having good skills in delivering the material but also having good pronunciation. Teachers needed to improve their skills so that they could teach the material properly. To realize it, the teachers should also increase their ability to participate in seminars and discussions known as the teachers' association (MGMP). Through these activities, the teacher could obtain a lot of information as well as exchanged ideas on techniques and media in delivering the material.

Personal competence aspect was one of the significant aspects in teachers' competence. Teachers' personality is an important factor for the success for their students learning. Furthermore, the personal competence aspect was observing by doing classroom observations. Here, the researcher observed on how far the readiness of teachers in teaching English. Based on the teachers' perceptions to the fulfillment of personal competence, the average score was 100%. The students, on the other hand, thought that the teachers' fulfillment of personal competence is 86%. In Triage theory, the result of teachers' perception in the fulfillment of personal competence was excellent however the students' perception showed that the fulfillment of English teachers was good. Given that point, there was a difference between teacher and researcher's perception. It could be concluded

that the teachers' statement in interview and questionnaire did not match with the real condition in the classroom. Teachers thought that they had fulfilled the personal competence but in fact in doing their job, there were still some shortcomings occurred.

In this competence, the researcher observed how the attitudes of teachers in giving the good models for the students while the English teacher were doing teaching and learning process. The observation points included the way of teachers' improve the quality of the profession, firmness, spirit and attitude as good models for the students in doing the teaching and learning process.

In carrying out the teaching activity, the teacher should have the attitude of responsibility. As I said before, the sense of responsibility was apparent on the sense of discipline in teaching. By coming to class on time, the teachers showed the disciplinary and responsibility to the learning process. Not only that, the responsibility of teachers was apparent while the teachers were giving the score to the students based on the students' knowledge and skills. In addition, teachers should have a confident attitude. It was apparent that the teacher was proud of herself, for example the teachers delivered the material in a clear voice. It showed that teachers had confidence in teaching.

Not only disciplinary, English teachers should keep their motivation. By showing high motivation, the teachers suggested that they have the steady and stable personality. The teachers were able to make themselves always motivated in teaching in various conditions. It was expected that the teachers' motivation could be felt by the students. So that students would be also motivated in carrying out the learning. Motivation could be shown by developing the quality of their profession. Joining seminars and studying several sources such as the internet and books were some of the ways to create the good quality of teachers. What they got in seminars and information from the books and internet could be delivered in teaching and learning process.

Besides the development of teachers' knowledge and skills, the firmness of teachers in implementing the rules at school was really important. Here, the teacher should implement a system of reward and punishment. The teachers used the reward to increase the student's motivation to learn and punishment to make the students follow the rules of learning. It meant the teachers should reprimand the students if they did wrong attitudes.

Moreover, in the social aspect, to get the data, English teachers were observed by the researcher by collecting the data from students' interviews about how teachers socialized with principals, teachers and other students. By carrying out the activities of classroom observation, the social competence of teachers in schools could be identified. In social competence, the researcher observed the attitudes of teachers in developing school programs and caring to the students. Based on the observation of fifteen English teachers from different schools in Semarang, it could be calculated that the average of teachers' personal competence was 100%. This result based on the teachers' perception about their fulfillment of social competence. This number indicated that the teachers in Semarang had excellent competence in social aspect. While, the students agreed that their English teachers fulfilled the social competence was 88%. This result showed that the teachers' fulfillment of social competence was good

The evaluation of this aspects included on how teachers participated in encouraging the school program, treating and caring the students as well as communicating with the headmaster, fellow teachers and students' parents. By conducting classroom observations, the researcher could analyzed how the teachers took a part in the success of the school programs.

Additionally, the result of classroom observation showed that the teachers had a good attitude in social competence. It looked that the teachers with pleasure participated the school program, cared the students well in the class and outside the class and acted fairly in giving value regardless of gender or background of students.

CONCLUSION AND SUGGESTION

In the study, the researcher carried out observations to check the teachers' competencies. The competencies observed were pedagogical, professional, personal and social competencies. The first competence was pedagogical competence. The data showed that the average teachers had sufficient competence. Based on the English teachers' opinion, the fulfillment of pedagogical competence was 86%. According to Triage theory, this result indicated that the teachers' pedagogical competence was good. However, the students thought that their teachers' fulfillment in pedagogical competence was only 80%. By using Triage theory, it could be explained that teachers pedagogical competence was fair. According to the students, 13 English teachers had fair competence and two teachers failed in fulfilling pedagogical competence.

Furthermore, in mastering professional competence, the teachers' fulfillment was 81%. It was considered that the teachers' professional competence was fair. However, the students agreed that their teachers' fulfillment in professional competence was 79%. According to Triage theory, teachers' professional competence mastery was fair. Based on the students' perception, there were only six teachers who had fair competence, three teachers had good competence and six teachers failed in mastering professional competence.

The next competence that would be discussed is personal competence, the average score of teachers personal competence based on the teachers' perception was 100%. The result indicated that the teachers had excellent competence in fulfilling personal competence. While the students thought that the teachers' fulfillment was only 86% that indicated the good competence. Based on the students' perceptions from fifteen teachers observed, ten teachers had good competence, four teachers had fair competence and one teachers considered a failure because their value were below the standard.

Another competency that was equally important was social competence. Based on observation, the average score of social competence achieved by the teacher as 100%. This result based on the teachers' perception that indicated the fulfillment of teacher was excellent. While the students' perception was only 88% that indicated good competence. The same as the previous competence, the researcher then processed the data using the triage theory based on the students' perception, the results were among 15 teachers, 12 teachers had good competence and three teachers had fair competence.

From the portrait of observation and interview result, there are some suggestions for teachers to apply the ideal competence in pedagogical, professional, personal and social. Pedagogical competence is the basic of the ability of a teacher who covers how teachers organize learning, develop learning materials and activities. Based on the research, there are still some teachers who lack of pedagogical competence. It is apparent from the way teachers in teaching learning materials which are less than the maximum. Ideally, a teacher must develop a material taught by using several media such as PowerPoint, LCD and other teaching aids so that the students will gain an easy understanding. Not only the media that can be used to deliver learning materials. Moreover, the teachers can apply some learning techniques like singing and playing games.

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