

CHAPTER I

INTRODUCTION

A. Background of Study

In the school or university, studying English is very important. Many teachers teach English creatively. Teacher is one of indicator that determines the quality of education whether good or not, it will be seen from the performance and competence of teacher as an educator that does learning process such as Hayat (2005) as cited in Mariyana (2016, p. 2) said “teacher is the heart of quality education.” Teacher also is professional educator that has the main task of educating, teaching, guiding, directing, exercising, assessing, and evaluating of students in childhood education at formal education, basic and middle education (Mariyana, 2016, p. 2).

According to Cogan as cited in Arlisa (2016, p. 4) that teacher should have the competence, as follows:

1. Able to look and some near to the education problem and perspective of global problem
2. Able to work together with people cooperatively and be responsible with the role and community task
3. The capacity to think critically and systematically

4. The desire to improve the intellectual abilities in accordance with the guidance of the time, knowledge and technology

As a teacher, he/she should have the competence of teacher because it influences on students' successful. A student can success in his or her study based on how teacher teaches them and teacher's competence. Teacher's work is a professional work that needs a certain qualification by teacher and has been not had by others. A teacher who is said competent in teaching if he/she is able to master the ability in accordance with study guide so he/she has authority and responsible in teaching. Competence is the ability to do job that is obtained from education and exercise (Daharti, 2013, p. 3).

Competence comes from English, namely "Competence", and is interpreted as a skill or ability. Competence can also be interpreted as a fundamental characteristic found in someone who has a causal relationship with an effective or a superior performance in a job. General Indonesian language interprets that competence means skill. The teacher competence is the ability of a teacher to carry out his obligations and responsibilities. Teacher competence is a set of mastery abilities that must exist within the teacher in order to realize their performance appropriately and effectively. Teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that formally form the standard competence of the teaching profession which includes material mastery, understanding of students, educational learning, personal development and professionalism (Arlisa, 2016, p. 5). Also, competence is knowledge, skill and attitude that

should be had, lived out, and mastered by teacher and lecturer in doing their task (Mariyana, 2016, p. 3).

In the other hand, competence is one of the important things that teacher should know, practice, and master it. The competence of teacher has four competences such as pedagogical, professional, personal, and social competences (Wahyudi, 2012, p. 26).

In this era, many teachers do not teach their students well because they do not practice and apply the competences of teacher. There is also, miss-matched teachers teach English. Miss-matched teachers are the teachers that were not graduated from English Department but they were graduated from other departments (Echols & Shadily, 2010). In teaching process, many teachers do not pay attention about the competences of teacher because they think it is not important for them. In fact, teacher's competences especially professional competence is very important for teacher and it determines one of the successful teachings for the students. Allah said in Holy Qur'an ('Abasa, 1-16):

عَبَسَ وَتَوَلَّى (١) أَنْ جَاءَهُ الْأَعْمَى (٢) وَمَا يُدْرِيكَ لَعَلَّهُ يَزَّكَّى (٣) أَوْ يَذَّكَّرُ فَتَنْفَعَهُ
الذِّكْرَى (٤) أَمَّا مَنْ اسْتَعْزَى (٥) فَأَنْتَ لَهُ تَصَدَّى (٦) وَمَا عَلَيْكَ أَلَّا يَزَّكَّى (٧) وَأَمَّا مَنْ
جَاءَكَ يَسْعَى (٨) وَهُوَ يَخْشَى (٩) فَأَنْتَ عَنْهُ تَلَهَّى (١٠) كَلَّا إِنَّهَا تَذْكِرَةٌ (١١) فَمِنْ شَاءَ
ذَكَرَهُ (١٢) فِي صُحُفٍ مُكَرَّمَةٍ (١٣) مَرْفُوعَةٍ مُطَهَّرَةٍ (١٤) بِأَيْدِي سَفَرَةٍ (١٥) كِرَامِ
بَرَرَةٍ (١٦)

In this verse can be understood that God as the first teacher and Prophet Muhammad as the students and explain that the God sent Al-Qur'an to Prophet Muhammad as a warning for human. Al-Qur'an contains the lesson that is very paid attention and done. As a professional teacher, he/she should master the material, implement of learning, evaluate of learning result, give the good example, and communicate with each other. After being interpreted by Mufasssir that gave some contributions to education especially for teacher as follows:

1. Forbid to frown
2. Be patient
3. Not favoritism
4. Mastery of subject matter
5. Positive thinking
6. Responsible
7. Score objectively in learning (Lubis, 2018, pp. 437&438)

Professional competence has extensive knowledge of the subject matter that teacher's teaching, selects and uses various teaching methods in his teaching and learning process (Sudarma, 2013, p. 132). According to Hamzah (2007) as cited in Sunendang (2016, p. 23), he said that teacher should have the ability in planning, doing, developing and evaluating of learning system. Teacher also should master the material and have the ability in recognizing the learning which are understanding to the students, planning of learning, mastering the method, media and scoring of student's achievement because

mastering the material is very important to achieve the successful teaching (Sunendang, 2016, p. 24).

Professional competence is mastery of learning material deeply that covers the curriculum material mastery of subject matter in the school and scientific substance in material, and mastery of structure and scientific methodology. Sub competence in Professional competence is mastering the scientific substance related to the field of study which includes understanding teaching material in the school curriculum, understanding the structure, scientific concept and method that are coherent with teaching material, understanding the relationship of concepts between related subject, and applying scientific concept in daily life. Mastering scientific structure and method include mastering the steps of research and critical study for deepen knowledge and material in the field of study (Daharti, 2013, p. 7).

Based on the Explanation of Government Regulation No. 19 of 2005, professional competence is the ability to master learning material widely and deeply (Baharun, 2017, p. 12). In the National Education Standards, the explanation chapter 28 verse (3) point c explained that professional competence is the broad and profound mastery of learning material that enables students to fulfill competency standards set out in the National Education standard (Mulyasa, 2013, p. 135). Also, teacher professional competence is the ability of teachers to carry out their duties as educators, which include pedagogic, knowledge, methodology, management, and so on

which are reflected in the performance of the educational environment (Dudung, 2016, pp. 12&13).

The scope of professional competence from various sources that discuss teacher competence, it can be identified and summarized about the scope of teacher professional competence generally, as follows:

1. Understand and apply educational foundation of philosophical, psychological, and sociological
2. Understand and apply learning theory according to the level of students' development
3. Able to handle and develop the field of study that is his responsibility
4. Understand and apply various learning methods
5. Able to develop and use a variety of relevant tools, media and learning resources
6. Able to organize and implement of learning programs
7. Able to evaluate student learning outcomes
8. Able to grow the students' personality (Dudung, 2016, p. 13)

The researcher looked at the teachers at the other schools that some of them had this competence rarely while they were graduated from English Department. Therefore, the researcher wanted to do the research and analyze miss-matched teacher's teaching. Many teachers had forgotten and ignored it while they taught their students.

The researcher did this research in Al-Falah boarding school for girls. The researcher chose the place because Al-Falah was one of the biggest

boarding school in Kalimantan. Many students studied at there in various regions and cities. There, students should study general and religion subjects from morning until evening. In general subjects, the teachers taught students only 50 minutes for one subject because they had little time to teach. Teaching and learning process was begun at 14:00 p.m. until 16:30 p.m. Then, the students had an afternoon prayer. In the afternoon, the students studied only 3 subjects every day because they studied religion subjects in the morning and evening.

There, the researcher chose one of teachers because the teacher was very special than other teachers. This teacher taught English subject at tenth grade of senior high school even though the teacher was not graduated from English department. The teacher not only could teach English but also the teacher could teach Arabic, *Amtsilati*, and calligraphy. The teacher had gotten many appreciations and became the winner in calligraphy competitions. The teacher also could balance of all her talents.

Besides it, the researcher chose miss-matched teacher as the subject for this research because many researchers had researched the teachers that were graduated from English department as their research subject. Therefore, the researcher tried to research of miss-matched teacher as her research subject. It made the researcher who was interested in this research.

In addition, the researcher did this research because the researcher wanted to know how the miss-matched teacher teaches the students in English subject that the teacher has professional competence when she taught the

students or not. The researcher also wanted to analyze about what strategies were used by teacher to develop the professional competence.

B. Research Questions

To guide the research, the researcher formulated the research question as follows:

1. How is teacher's professional competence in teaching English at the tenth grade of Al-Falah boarding school for girls Banjarbaru South Kalimantan?
2. What strategies are used by teacher to develop the professional competence in teaching English at the tenth grade of Al-Falah boarding school for girls Banjarbaru South Kalimantan?

C. Objective of Study

The aim of this study was to know the teacher's professional competence when she taught the students. The specific objectives of the study included:

1. To know the teacher's professional competence in teaching English at the tenth grade of Al-Falah boarding school for girls Banjarbaru South Kalimantan.
2. To know and describe the teacher's strategies to develop the professional competence in teaching English at the tenth grade of Al-Falah boarding school for girls Banjarbaru South Kalimantan.

D. Significance of Study

The results of this research are expected to provide good benefits that are practical and theoretical, as follows:

1. Theoretically: This research is expected to increase the professional competence by miss-matched teacher in teaching English at the tenth grade of Al-Falah boarding school for girls Banjarbaru South Kalimantan.
2. Practically:
 - a. School: This research helps to know the teacher performance in teaching at the classroom.
 - b. For the teachers: This research is expected to help the teacher in increasing their knowledge and paying attention with their teaching and learning process.
 - c. For researchers: This research is very useful for the researchers to improve the further research as a reference in their research.

E. Definition of Key Terms

1. Professional competence which is meant here is the teacher's competences which are categorized by Satori which consist of subject matter, management of teaching and learning program, classroom management, media and learning resources, educational foundations, assessment, educational institutions and programs in the schools, method of thinking, professional missions, assistance and guidance to learners, educational research, characteristics of learners, school administration, educational

innovation, decision, curriculum development, planning and program, and time (Satori, 2005).

2. Miss-matched teacher is one of English teacher in Al-Falah boarding school for girls and she was not graduated from English Department but she was graduated from Islamic Education Department.
3. Teaching English is the activities that miss-matched teacher does in classroom to give the students knowledge, guide and help the students in English learning. Also, teaching English is to make the students understand and give the students experience in learning.