

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The teacher is a primary responsibility in early student education through formal education, basic education, and secondary school to educate, teach, guide, direct, train, assess, and evaluate students (Kerimbaeva *et al.*, 2016). Teachers are responsible for the progress of education in the school. In other words, how the student learns will dictate how the teacher teaches. The teacher decides whether the learning process is working effectively or not.

To support better learning the teacher should fulfill some competencies. According to Ybnu Taufan, (2022) to support the effectiveness of teaching and learning activities, the teacher must have some competencies. According to Indonesian law number 14 of 2005 concerning teachers and lectures which stated that the teacher must have four competencies. The competencies are pedagogical competence, personal competence, social competence, and professional competence. Besides that the teachers must have the right blend of knowledge, skills, attitudes, values, and personal traits to act in a situation with appropriateness and Professionalism.

Teacher competence refers to teachers' capacity to carry out their responsibilities as a professional force responsibly (Suyanto, 2012). These talents include broad knowledge, instructional talent, and high teaching ethics. According to Mulyasa (2009), teacher competency is a set of knowledge, skills, and behaviors teachers or lectures must acquire, absorb, and master to perform their professional tasks. Teacher's competence can successfully carry out the learning outcomes of the students.

Every professional teacher carries professional certifications which are approved as a professional teacher. In accordance with law number 14 of 2005 concerning teachers and lecturers, a professional teacher is required to have a minimum qualification of a bachelor's degree or Associate's Degree educator certification, and receive professional and competency development according to the field. According to Government Regulation Number 19 of 2017 concerning

amendments to Government Regulation Number 74 of 2008 about teachers which stated that the teacher should have an undergraduate qualification, the teacher must have an educator certificate obtained through professional education.

Regulation of the Minister of National Education Number 16 of 2007 states that each teacher must adhere to academic qualification and teacher competency criteria that are relevant nationally which is supported by professional competence. Professional competence means that the teacher comprehends to master's learning material deeply and broadly. Professional competence is one's ability to perform professionally. They act responsibly and effectively according to given standards of performance (Mulder, 2014). The indicators of a teacher's professional competence are understanding of the concepts and connections with other sciences, as well as the master of the research process, review of the instructional material critically, investigating, and fixing any issues.

The need for a professional teacher in professional competence is mastering the knowledge of the subject matter, empowerment in curriculum development, creation of materials based on student needs and school conditions, research, promotion of ICT skills, training, and implementation of educational foundations. When the need for the professional competence of the teacher is fulfilled it can affect how well teachers work. Professional competency and teacher effectiveness are correlated, which means that when professional competence rises, teacher performance follows suit. And on the contrary, when professional competence falls, teacher performance follows suit.

The success in English teaching and learning can be seen from the student's performance in the class. Student's performance is the ability to carry out a task or accomplish a goal. According to Nonis and Wright (2003) performance is a multiplicative function of knowledge and motivation. Further performance can be described in student's test, assignment, and exam.

The learning plan designed by the teacher is one of the determining factors for student success. The importance of the learning plan is in its provision of opportunity for the teacher to understand the identified needs of the students and adapt teaching and learning as relevant (Taylan, 2018). A further consideration when designing learning is not only on student learning outcomes that prepare them

to respond under exam conditions, but to facilitate a learning process that provides experience as an effort to train and develop students mastery of the learning competencies for life in the current times (Barak, 2017). The competence on lesson plan design is significant in learning achievements.

Effective lesson planning is a significant challenge in pre-service teacher education programs. In almost every teacher candidate preparation program, considerable time spent on teaching pre-service teachers how to create detailed lesson plans while learning about the relationship between theories of teaching, lesson planning, teaching strategies, students, and learning; the relationship between theory and practice; and the ways to place the student in the center of the process of the lesson design (Causton., *et al* 2008). Those statement concluded that the teachers professional competence on lesson plan design is necessary in effecting the student's outcomes.

Teachers' professional competency is crucial for the achievement of students' learning. A teacher with high professional competence will successfully educate. Teacher competency is conceived of as a framework describing the particular personality traits needed by teachers to fulfill the high demands of their occupation. The idea encompasses both cognitive and motivational aspects (Kunter *et al.*, 2013). Whether a teacher is considered a professional or not is determined by their educational background and understanding of teachings.

To support the learning outcomes, the teacher should conduct self development or professional development through reflective action. As stated by Avalos (2007) that reflection as a tool for professionalization of teachers and its inclusion in the training curriculum. Those statement means that teaching reflection effects the professionalism of the teachers. The reflective action can be the activity such as workshop, seminar and other scientific activity that related to the subject taught by the teachers.

Regarding to those previous statement, the researcher conducted pre-observation in SMP Plus Al Amanah. This school was a private school that had a excellent value of accreditation. The system of the school based on Islamic boarding school which is not allowed to bring any gadget and the limitation to access the internet. According to the pre-interview, the researcher discovered that English

teachers at SMP Plus Al Amanah encounter several difficulties when attempting to teach English. The problem related to the teacher's professional competence on lesson plan design and teaching reflection. The teacher should be able to operate technology-based learning in this day and age and not use any additional resources of media in teaching.

English teacher at SMP Plus al Amanah was a bachelor's degree graduate of the English education study program. It means that the teacher's background is linear with the subject they teach. To expand their expertise in teaching English, they follow MGMP, training, and workshops offered by the district. But one of them still lack the certification of teaching at this time to be validated as professional teachers. Another resource stated that the teacher faces some difficulties to practice and fulfilling the professional competence in teaching English. Considering the previous context, the researcher was interested to research Exploring the English teachers professional competence on lesson plan design and teaching reflection: a case in junior high School exactly in SMP Plus Al Amanah.

1.2 Research Questions

In light of the study's historical context, the author develops the following research questions:

1. How are the professional competence of English teachers in SMP Plus Al Amanah on lesson plan design?
2. How are the professional competence of English teachers in SMP Plus Al Amanah on teaching reflection?
3. What are the problems faced by English teachers rofessional competence on lesson plan design and teaching reflection in SMP Plus Al Amanah?

1.3 The Objective of the Research

1. To describe English teachers' professional competency in SMP Plus Al Amanah on lesson plan design.
2. To describe English teacher's professional competence in SMP Plus Al Amanah on teaching reflection.
3. To discuss the problem faced by the English teacher's rofessional competence on lesson plan design and teaching reflection in SMP Plus Al Amanah

1.4 Significance of the Research

1.4.1 Theoretical Advantages

Providing a helpful explanation for any further researchers who wish to conduct research in the same area, this study should be valuable as a source of data and a guide.

1.4.2 Practical Advantages

a) To The Teacher

Hopefully, the teacher can improve their professional competence in teaching English exactly on lesson plan design and teaching reflection as time goes on and the curriculum changes. The researchers also hoped that the problems related to English teacher's professional competence on lesson plan design and teaching reflection already been handled. The researcher hoped this research can give the contribution to the teacher development in professional competence as the profession.

b) To The School

The researcher hoped that the research's findings can improve the teaching standards at SMP Plus Al Amanah as well as the English learning experience. And the researcher hopes that this research will help to raise prospective teachers' knowledge of the value of teacher competency exactly English teacher's professional competence on lesson plan design and teaching reflection in SMP Plus Al Amanah.

c) To The Readers

With any luck, this research of English teacher's professional competence on lesson plan design, teaching reflection, and the problems related to it will give much knowledge. This research provided the readers with a wealth of information or references. So this research will be useful.

d) To The Researchers

The researcher hopes this study can be useful to enhance the researcher's knowledge about teacher competence exactly in

professional competence on lesson plan design, teaching reflection and the problems related to it will aid in the writer's prospective development when the researcher becomes a teacher.

1.5 Scope and Delimitation of the Research

1.5.1 Scope of the Research

The researcher concentrated in SMP Plus Al Amanah as the study's subject. This school is a private school that has a high accreditation value in 2017. It means this school has a good standard of school including in the teaching and learning process according to the accreditation.

The teacher who is selected to be the participant in this research is divided become two categories. One is a certified teacher and the other is not. Which is instructed in different classes which different curricula. The first grade has implemented an independent Curriculum. Meanwhile, the second and third grade still implements the curriculum of K-13.

This research aims to describe how are the English teacher's professional competence on lesson plan design, teaching reflection, and to discuss what are the challenges related to it. The researcher conducted this research in SMP Plus Al Amanah Dander – Bojonegoro.



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