

# AN ANALYSIS OF TEACHERS' PROFESSIONALITY COMPETENCES IN TEACHING ENGLISH AT THE SMK NEGERI 1 GUNUNGSITOLI ALO'OA IN 2023/2024

*by* Gulo Teti Mawati

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## 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.

As previously explained, competent teachers have thoroughly prepared everything before instructing students. To aid in the learning process, educators create lesson plans, resources, and media. Instructors also prepare their lessons using approaches or strategies that align with the subject matter they are presenting. It is common knowledge that instructors need to be extremely knowledgeable, especially when it comes to the subjects they teach. Since they serve as role models for pupils, teachers are also expected to be responsible, disciplined, and professional. Additionally, teachers need to be able to establish rapport with students, other educators, and the local community.

In order to help teachers teach the content in a professional manner, teacher competence is crucial. Students might be inspired to learn both inside and outside of the classroom by a qualified teacher. A professional educator must also be able to develop each student's interests, skills, and potential during the learning process. If an educator possesses scientific notions and mindsets that complement the lessons they teach, is an expert in the subject matter and its organization, and is proficient in the fundamental skills required by the disciplines they teach, then they can be considered professional. This indicates that teachers' proficiency with instructional materials constitutes their professional competence.

<sup>5</sup> Teachers are required to be not only intelligent but creative, productive and innovative (Syarifah Rahmah in suci et al., 2022: 105). <sup>5</sup> Qualified and intelligent teachers are teachers who are able to provide value and transformation of change in students. According to Syarifah Rahmah in <sup>5</sup> prasetyo et al, (2022: 105). Many studies have been conducted on teachers, but <sup>5</sup> research on teacher quality in relation

to continuing professional development is still very limited. The limitation of the term in this study means that teacher quality refers to aspects of professionalism and pedagogical competence, while professional development is more directed at 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 fulfill these five indicators, however, from the results of observations made by researchers, it was found that there are still indicators that have not been fulfilled. The first and second indicators have been implemented well. However, the third, fourth and fifth indicators have not been achieved well. The third indicator hopes the teacher able to develop the learning materials creatively, in fact the 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 still did 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.

Based on the explanation above, the researcher is interested to plan a research with the title “**An Analysis of Teachers’ Professionality Competences in Teaching English at the SMK Negeri 1 Gunungsitoli Alo’oa in 2023/2024**”

### **1.2 Focus of the Research**

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**

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 is to analyze 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

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 guide in correcting mistakes that have occurred.
- c. For future researchers, this research is useful as a guide in researching teacher professionalism.

## CHAPTER II LITERATURE REVIEW

### 2.1 Theoretical Framework

#### 2.1.1 Teachers

##### a. The Role of the Teacher

Teachers are the determiner factor to make the learning process be qualified. Therefore, efforts that carried out in improving the quality of education should be started from improving teachers' quality. Teachers' qualities include knowledge and understand its role and function in learning process. Teachers have an important role in the classroom to help students build positive attitudes, arouse curiosity, encourage students to be independent and intellectually logical, and create conditions for learning to run well. The role of teachers from the past until now remains very necessary. The role of a teacher is to help humans discover who they are, where humans are going and what humans should do in the world.

Askhabul Kirom in Gage et al. (2017:72) states that there are three primary roles that teachers play in the learning process: planner, implementer, manager (organizer), and assessor (evaluator). There are five roles and functions that teachers fulfill in relation to education as a medium and vehicle for the transfer of values. These roles include conservator (maintainer) of the value system, which serves as the source of norms and maturity; innovator (developer) of the science value system; transmitter (successor) of the value system to students; transformer (translator) of the value system through incarnation in person and behavior; and organizer (organizer) of the educational process, which is created through interactions with students and can be taken into account when transforming the value system.

Thus, Askhabul Kirom provides the following description of the function of teachers in Gary Flewelling and William Higginson (2017:72):

1. Excite students by giving them assignments that are rich in learning (rich learning tasks) and thoughtfully crafted to improve their social, intellectual, emotional, and spiritual development;
2. Engage in conversation with kids to foster bravery, inspiration, challenge them,

explain, share, affirm, reflect, evaluate, and celebrate their accomplishment; 3. Highlight the advantages of learning a subject; 4. Be a person of assistance, someone who encourages and affirms, someone who gives students life and motivates them by igniting their curiosity, zeal, and passion in a learner who is willing to take chances (risk-taking learning). In this way, the teacher fills the roles of information provider and facilitator.

Based on this, it can be concluded that <sup>10</sup> the role of the teacher is very important in the learning process. It is known that the role of the teacher has a very big influence on students. Without the role of the teacher, everything that happens in the learning process will be in vain.

### 2.1.2 Teachers' Professionality

#### a. Definition

According to Nadia Amalia in David & Thomas (2020: 12), <sup>1</sup> professional teachers are educators who possess the capacity to foster a positive learning environment, offer constructive criticism and encouragement, and continually enhance their own teaching practices. These educators possess extensive expertise in their field thanks to their training, experiences, and special education programs. Professional educators are able to instruct students by utilizing a variety of media, resources, and learning strategies. Professional educators can also conduct research on the topic matter they teach. Professional instructors need to be able to interact with peers, pupils, and others in order to carry out their duties.

According to Nadia Amalia in Uwes (2020:11), instructors that possess professionalism are those who are proficient in research, have a strong background in teaching, and are capable of performing community service. According to Nadia Amalia in Suyanto and Jihad (2020:11), teachers who are officially recognized for their professionalism do so on the basis of the 12 provisions that are relevant to their position and educational background. <sup>1</sup> According to Nadia Amalia in David & Thomas in Mulyasa (2020:13), professional teachers are educators who possess the capacity to foster a positive learning environment, offer constructive criticism and support, and continually enhance their own teaching practices.

According to Nadia Amalia in Uwes (2020:11), instructors that possess professionalism are those who are proficient in research, have a strong background in teaching, and are capable of performing community service. Professional educators possess a broad understanding of the history of education and learning, particularly as it pertains to the subjects they instruct. They are a teacher with extensive expertise in their field thanks to training, practice, and special education programs. Professional educators are able to instruct students by utilizing a variety of media, resources, and learning strategies. Professional educators can also conduct research on the topic matter they teach. Professional instructors need to be able to interact with peers, pupils, and others in order to carry out their duties.

Professional teachers are required to be able to create a learning climate because learning is not just about the material; it is also about the classroom atmosphere which affects the realization of an effective and conducive learning process. Nadia Amalia defines professional teachers as teachers who have the ability to create a learning climate, have the ability to provide feedback and reinforcement, and have the ability to improve themselves. Learning climate is defined as the conditions of the classroom environment during learning. This is indicated by the interaction between teachers and students as well as students and students.

The effectiveness of the learning process is greatly influenced by professional teachers. Professional educators are required to possess a variety of skills due to their significant function. Students can learn in a relaxed atmosphere when their teachers are qualified professionals.

The ability of a teacher to thoroughly understand a variety of subject matter and to perform the duties and obligations of the teaching profession to the highest standard is referred to as professionalism competencies. Ulfa Zakirah claimed in Usman (2022:10) that a teacher's professional competence describes the attributes that someone in charge of the teaching job needs to have. Professional competency is an essential ability for educators. They ought to grow personally and stay up to date on everything that will be covered in later school lessons.



The professionalism of teachers is not only about teaching the material of the lesson to the students, but they must have certain skills (Nadia Amalia in Helmawati, 2020:17). In addition, Helmawati explains the skills that a professional teacher must have :

a. Tech Skills

Tech Skills allow teachers to create lesson plans. The curriculum includes the organization of the learning process, the evaluation of learning outcomes and other issues related to the learning objectives.

b. Conceptual Skill

Conceptual skill requires teachers to be able to think abstractly. The point is that the teacher can design various activities in learning to develop the potential and abilities of the students. This expertise helps teachers to achieve educational goals.

c. Diagnostic Skill

Diagnostic skill means that the teacher can diagnose existing problems, especially problems in students. After diagnosing, the teacher must study the problem to find the best solution. The teacher must also be able to overcome these problems, then direct students towards the achievement of educational goals.

d. Analytical Skill

In analytical skills, a teacher must be able to analyze problems. This is to assist the teacher in making the right decision for problems that arise.

The professional skills of teachers also include professional teaching competence. Nadia Amalia in Philip and Ramya (2020:19) says that teachers should consider professional teaching skills as follows:.

a. Participation and support of all students in teaching

Teachers must activate students in class so that learning centered in the class takes place in class. Teachers provide a variety

of strategies and resources to meet the needs of students. The purpose of teachers' use of creative strategies and resources is to engage students in critical thinking and problem solving. Example: Using group discussion as a learning technique..

b. Create and maintain an effective learning environment for students' learning

The teacher is able to create a comfortable learning environment for students. They must create an atmosphere that promotes equality and respect. In addition, teachers must be able to use their time effectively. For example: the teacher sometimes talks about his life experience, which can arouse interest, sympathy and communication in the student. Teachers can also use jokes so that the atmosphere is not too tense and serious. This helps students not feel pressured. But the joke must be adapted to the situation and circumstances..

c. Understand and organize the subject for student learning

The teacher knows how to convey the information of these subjects with the right strategy. To support this, teachers must use materials, resources and modern technology.

d. Plan instruction and plan learning for all students

Teachers must set and articulate goals for students.

e. Assessment of student learning

Before the assessment, the teacher must inform the students about the learning objectives. It aims to align assessment with learning objectives. Assessment is given not only by the teacher, but also by the students. Teachers should guide students to self-assess. When evaluating the student's progress, the teacher must communicate with the students and the family.

b. Characteristics of Teachers' Professionalism

The qualities of a teacher are typical qualities, good morals that a person should have, teachers can be a role model for their students, they can also feel

love and be sincere in teaching and learning so that students have enthusiasm and high motivation. an active, creative and innovative attitude is born.

The characteristics of a professional teacher are all the english teachers' attitudes and actions both at school, outside school and in the community, in giving services, increasing knowledge, providing guidance and motivation to participants educate in various things, for example: how to behave between young and older, the attitude of the young towards the older, a good way of dressing traditionally or religiously, how to speak and relate well to students or attitudes towards colleagues, as well as other members of the community.

The following are various characteristics of Teachers' Professionalism including:

1. Comply with statutory regulations

The government continues the current education policy in Indonesia. The government issues regulations and orders through the Ministry of Education, which are policies and must be implemented by authorities, including teachers, because teachers are also public servants. Therefore teachers must know government policies, especially internal policies field of education. So that these policies can be implemented as well adhered to properly.

2. Maintain and improve professional organizations

Section 6 of the Teachers' Code of Ethics states that "teachers individually and together develop and improve the quality and dignity of the profession".

3. Maintain relationships with colleagues

Within the seventh point of the teacher's code of morals, it is clarified that "Instructors keep up proficient connections, family soul, and social solidarity." Based on This implies that teachers should be able to make and keep up connections individual instructors in their work environment, as well as making a family soul and social solidarity within the environment exterior of work.

4. Guiding students

Teachers have the role of guiding, looking after and directing students so that can grow and develop according to their talents, interests and potential owned by the student. There are characteristics of instructors that are truly preferred by understudies to be specific: Popular government, Kind, Be quiet, Reasonable, Steady, Open, Supportive, Neighborly, Likes humor, Have different interface, Acing the lesson fabric, Care and consideration to understudies, Agreeable.

5. Obey the leader

A teacher must obey his leader. Leadership levels start from regional to central branch management. This also applies to departments education. Teachers obey their leaders, which is done by carrying out policies and listening to the directions conveyed by policy makers.

6. Have a commitment to professionalism

The services and dedication provided are based on professional abilities as well as a solid philosophy of life. Teachers have a duty to serve well there is anyone who needs help. Within a teacher there are qualities dedicated.

7. Make a great air within the work environment

A beloved great climate within the working environment will certainly increase educator efficiency. Instructors have an commitment to make a great environment within the environment work to create the air more conducive.

### 2.1.3 Teachers' Professionalism Competences

a. Definition

Ulfa Zakirah in Usman (2022:10) <sup>2</sup> stated that a teacher's professionalism competences outlines the qualities a person in charge of the role of a teacher must possess. For teachers, professional competence is a must-have skill. They should develop themselves and keep up with all of the materials that will be taught later in the classroom.

<sup>2</sup> Teacher competences assist teachers in organizing and improving their performance, instruction delivery, classroom management, and assessment.

Ulfa zakirah in Daryanto (2022:7) stated that competence is a set of skills that instructors need to possess to meet community demands, educational needs in schools (curriculum), and scientific and technological developments.

Ulfa zakirah in Mulyasa (2022:7) states that teachers' competences is the capacity and authority of teachers to perform their duties as educators. Meanwhile, Ulfa zakirah in in Supri hati ningrum (2022:7) explains that teacher competence is the outcome of diverse abilities, such as a set of information, skills, and behaviors that teachers or lecturers must master to perform their professional responsibilities. According to Indonesia Law number 14 of 2005, a teacher must master four teaching competencies: pedagogical competence, personality competence, professional competence, and social competence. These competencies cannot be separated since they are interconnected, and a teacher must possess them all to be considered professional.

Professional competence refers to the skills of a teacher in the teachinglearning process. Ulfa zakirah in Febriana (2022:9) stated that professional competence is the ability of teachers to acquire extensive and in-depth knowledge of learning materials, enabling them to assist students in acquiring such knowledge.

Teacher's professionalism competences was composed of four primary subgroups such as educational modules competencies, long lasting learning competency, social-cultural competencies, and enthusiastic competencies (Nadia Amalia in Selvi, 2020:

37). Educational modules competencies cruel the teacher's capacity in understanding the educational programs plans for instructing and learning. Educational programs competencies are situated towards carrying out their educating part viably decide the collaboration of the information and abilities that instructors will pick up. Long lasting learning competency implies the capacity to get it that instruction must proceed, not as it were from formal instruction but too casual instruction. Educator proficient competence must incorporate the capacity to illustrate moral and responsive proficient behavior (Nadia Amalia in Karpova et al., 2020: 37).

<sup>2</sup> In addition, Republic of Indonesia Government Regulation No. 74 of 2008, verse 6 explains that professional competence is the capacity of a teacher to master knowledge in the fields of science, technology, and arts and culture, which must at least mastery:

- a. The subject matter in depth and according to the requirements of the contents of the education unit program, subjects, and subject groupings.
- b. The concepts and techniques of scientific discipline, technology, or art are pertinent, conceptually coordinating, or consistent with the education unit program, subjects, and subject groups to be supported.

<sup>2</sup> Teachers' professional competency standards are translated into five core competencies, namely:

- a. Mastering the material, structure, concept, and scientific mindsets that underlie the topics being taught.
- b. Mastering competency standards and essential competencies in the topics or developmental areas taught.
- c. Create learning resources that can be taught on their own.
- d. Take reflective acts that help to sustainably develop professionalism.

b. Components of Teachers' professionalism competences

According to ulfa zakirah in Selvi (2022:11), <sup>2</sup> the main features/components of teacher professional competencies are:

a. Field competencies

competencies are the primary areas of teacher competencies, which comprise content-related academic studies. Field skills were regarded as an essential competency based on the notion that teachers were solely responsible for transferring material.

b. Curriculum competencies

<sup>2</sup> The competence of the teachers as well as their familiarity with the curriculum being implemented are necessary supporting variables for curriculum implementation. Nonetheless, Curriculum competencies are linked to the comprehension of curriculum designs for teaching and learning.

c. Lifelong learning competencies

The competence of lifelong learning refers to the ability to learn and utilize the methods or tools of learning to enhance learning throughout a human's life.

d. Emotional competencies

Emotional competencies related to the implementation of psychological consultation and counseling curriculum. Emotional support incorporates the teacher's thoughts, the classroom environment, and classroom management. Moreover, the emotional abilities of teachers will help students learn and boost their enthusiasm to study.

e. Social-Cultural competencies

Teaching students from different cultures effectively is crucial to cultural competence. Socio-cultural competencies include understanding the social-cultural background of students and teachers, local, national, and worldwide values, democracy and human rights concerns, team and collaborative work, and social studies.

f. Communication competencies

The ability to adapt the message to the interaction and the situation is referred to as communication competency, and feedback is used as information regarding the successful adaptation.

c. Indicators Teachers' professionalism competences

To ace five professionalism competences, a instructor ought to have a few markers based on the Direction of the Serve of National Instruction No. 16 of 2007. To begin with, acing the fabric, structure, concepts, and logical mentality that back the subject that's taught.(a)Understand the nature of dialect and dialect securing, (b) Get it the position, work, and assortment of English. (c) Mastering the basics and rules of English as a reference for the use of Indonesian language as a reference for the use of good and correct English. (d) Have English skills (listening, speaking, reading, and writing) .(e) Understand the theories and genres of English literature. (f) Able to appreciate works of Indonesian literature, receptively and productively. (g)

English Mastering conceptual and procedural knowledge (h) Able to use English well.

Second, mastering standard competencies and competencies and basic competencies of the subjects taught. (a) Understand the competency standards of the subject of the subject being taught. (b) Understand the basic competencies of the subject subject taught. (c) Understand the learning objectives to be taught.

Third, developing learning materials learning materials that are taught creatively. (a) Selecting learning materials learning materials according to the level of level of learner development. (b) Processing the subject matter taught creatively in accordance with the level of level of learner development.

Fourth, develop professionalism in a sustainable manner sustainably by taking reflective action. (a) Reflecting on one's own performance performance continuously. (b) Utilizing the results of reflection in professional improvement. (c) Conducting classroom action research for professional improvement. (d) Keeping up with the times by learning from various sources.

d. Factors that influence teacher's professionalism competences

According to Muhammad Hasan in Pujiyati (2017:75), factors that influence teacher's professionalism competences are beliefs and values, skills, experience, personality characteristics, motivation, emotional issues and intellectual abilities. For more details, it can be explained as follows:

1. Beliefs and Values

People's beliefs about themselves and other people will greatly influence behavior. If people believe that they are not creative and innovative, they will not think of new or different ways of doing things.

2. Skills



Skills play a role in most competencies. Public speaking is a skill that can be learned, practiced and improved. Writing skills can also be improved with instruction, practice and feedback.

### 3. Experience

People whose jobs require little strategic thinking have less developed competence than those who already have experience.

### 4. Personality Characteristics

Personality can influence teachers' and employees' skills in a number of competencies, including conflict resolution, demonstrating interpersonal concern, the ability to work in a team, providing influence and building relationships.

### 5. Motivation

Motivation is a factor in competence that can change. Motivation refers to a process of inducing and stimulating an individuals to act in certain manner. In the context of an organisation, motivation implies encouraging and urging the employees to perform to the best of their capabilities so as to achieve the desired goals of the organization

### 6. Emotional Issues

Emotional barriers can limit the mastery of competencies. Fear of making mistakes, being embarrassed, feeling unwelcome or not belonging all tend to limit motivation and initiative.

### 7. Intellectual Ability

Competence depends on conceptual thinking and analytical thinking. It is impossible to improve through every intervention that an organization realizes. So the factors that influence professional competence are direction, views, goals and motivation which are integrated with values, beliefs, intellectual abilities, personality characteristics supported by skills and experience supported by emotional issues and organizational culture.

According to Try Santi Kisria Dasih (2017:20) a teacher's professional competence will be influenced by several factors include:

1. Beliefs and values that exist in a teacher.

2. The skills that exist in a good teacher teaching skills or outside teaching activities.
3. Experiences that have been passed by a teacher in teaching and learning activities.
4. Characteristics that exist in a teacher.
5. Motivation either through yourself or others teacher.
6. The emotional level that exists in a teacher.
7. The intellectual abilities possessed by a teacher.
8. Organizational culture that a teacher has participated in.

And these factors can determine a person's competence teachers become better and more effective if a teacher is willing to continuously learn by actively improving competence in the teacher.

According to Madjid, (2016:16) teacher competence is determined by factors internal and external, namely as follows:

- a. Factors that come from within the teacher (internal)
  1. Education level.
  2. Participation in various training and scientific activities.
  3. Work period and work experience.
  4. Welfare level.
  5. Awareness of obligations and the call of conscience.
- b. Factors that come from outside the teacher (external)
  1. The amount of salary and benefits received.
  2. Availability of learning facilities and media
  3. Principal leadership.
  4. Coaching activities carried out.
  5. Community participation.

Based on professionalism competencies factors expressed by several experts, the most important factors in professionalism are the teacher's motivation, beliefs and values, experience, characteristics and emotional problems.

## 2.2 The Latest Related of Research

Some previous researches have been conducted such as first, Rizkiani with the title “Professional Competency of Pre-Service English Teachers and ICT during Covid-19 Pandemic” (2022), found that there are five indicators of professional competence namely, teaching and Learning Activities, Learning Administration Management, Assignments, Implementation of Evaluation, and Right Tools. Based on this, researchers see that learning activities, management, assignments, providing evaluations and learning media are one of the most important factors in teaching, to form a teacher's professional competence. The differences focuses between of previous research with the research will be conducted are previous research measured that teacher professional competence was seen in learning activities, management, assignments, providing evaluations and learning media, whereas in the research that will be carried out, the benchmark for professional competence such as (1) mastering the materials, structure and concept of the subject taught; (2) mastering standards and basic competencies of the subject taught; (3) developing the learning materials creatively; (4) developing their own professionalism; and (5) using the information technology.

The second, Rahmah, et al, with the title of the research “The Development of Teacher’s Professional Competence: A Theoretical Review” (2022), found that there are five indicators professional competence namely, Teaching and Learning Activities, Learning Administration Management, Assignments, Implementation of Evaluation, and Right Tools. This research is also almost the same as previous research. That learning activities are a determining factor in teaching and learning and are a way to support teacher professionalism. The difference with the research that will be carried out is that in the research that will be carried out, a teacher is to be professional if has mastered the learning material and is able to develop learning material.

The third, research written by Nurhalimah with the title “A Need of English Teacher Professional Competence In 21st Century”(2022), found that there are six indicators teachers’ professional competence, They are: 1) being up to date

towards English subject; (2) empowering things related to developing the curriculum; (3) developing materials based on the students and school condition and situation; (4) conducting a research; (5) promoting ICT skills; and (6) learning and implementing the educational foundations. Based on this, the researcher analyzed that developing learning materials is one of the efforts to become a professional teacher. However, the difference is that in the research that will be carried out, researchers see that increasing the use of technology is still lacking.

The fourth, research written by Zakirah Ulfa with the title “The impact of teacher's professional competence on student's performances” (2022), found that there are three indicators teachers' professional competence, They are: 1) preparing learning materials, 2) igniting students' enthusiasm for learning through the use of learning media supported by classroom management 3) and carrying out efficient evaluations to see student learning outcomes. This is a supporting thing in increasing the professional competence of teachers. To become a professional teacher you must have prepared materials that will be delivered to students so that there is preparation, and to raise the enthusiasm of students is also an extraordinary thing that professional teachers have because teachers who unprofessionals will not be able to provide enthusiasm or motivation to students. Meanwhile, in the research has been carried out, the researcher does not evaluate students but only looks at how teacher professionalism is achieved.

Researchers have conducted several studies related to this topic. This research aims to determine the influence of teacher professional competence and learning facilities on student learning motivation. This research used a qualitative method. According to researchers, teacher professional competence must be improved to increase teacher professionalism in their field and which aims to improve students' learning abilities. The research results show that there is a significant influence of teacher professional competence and student knowledge.

Therefore, teachers must master learning materials, master competency standards, develop learning materials, be able to develop professionalism, and must be able to master the use of technology. If all of this exists in a teacher then the teacher's professional competence has been formed.

It can be concluded that this research has an influence on the level of knowledge between students and teachers because with teacher professional competence, conducive learning can be created between students and teachers. where teachers are able to transfer their knowledge to students and students are also able to understand what the teacher has conveyed. On the other hand, this research aimed to examine the influence of teachers' professional competence on their field.

## **CHAPTER III RESEARCH METHOD**

### **3.1 Approach and type of the research**

The method has used by researcher in this research is qualitative. According to Nadia Amalia in Creswell (2020:56), Subjective investigate is an request handle of understanding based on particular methodological conventions of request that investigate a social or human issue. In the interim, Nadia Amalia in Sugiyono (2020:56) contended that subjective investigate is utilized for inquiring about the object's condition normally, where the analyst is the key instrument. Here the analyst analyzed an existing issue wonder which points to gather data in finding the most issues based on actualities by conducting perceptions and interviews. As this research aims to find out how the implementation and factors influenced the teachers' professional competence in SMK Negeri 1 Gunungsitoli Alo'oa. Therefore the researcher decided to use qualitative method.

### **3.2 Variables of the research**

According to Shukhla in Zebua (2023 :15 ) variables are concerns about variations in the closeness of things face to face, objects, creatures, places or circumstances or in any normal wonder. In this research, the researcher conduct two variable they are professional competences as independent variable and teaching English as dependent variable. Based on this, the researcher has observed and interviewed English teachers to find out their professionalism. During the interview, the researcher has provided an interview sheet for the English teachers. Then the researcher has recorded the important points has been conveyed. Then the researcher has also provided an observation sheet in the form of criteria for teachers' professionalism by checking each criterion that has been prepared.

### 3.3 Setting and schedule of the research

#### 3.3.1 The setting of the research

This research has been conducted at SMK Negeri 1 Gunungsitoli Alo'oa. It is located in Gunungsitoli Alo'oa, Jl. Umbu Laehuwa Km 12, Nazalou Alo'oa, Kec. Gunungsitoli Alo'oa, Kota Gunungsitoli Prov. Sumatera Utara. at tenth and eleventh grade.

#### 3.3.2 The schedule of the research

This research has be conducted from Oktober 20<sup>th</sup> 2023 until March 09<sup>th</sup> 2024.

### 3.4 Source of data

This research data has be obtained from the results of observations and interviews conducted by researchers.

### 3.5 Instrument of the research

According to Teddy in Zebua (2023:16), a research instrument is a tool used to measure observed natural and social phenomena. Meanwhile, according to Purwanto in Zebua (2023:16), research instruments are basically tools used to collect data in research. In this study, researcher used observation sheets and interview sheets to collect data. Which the researcher gave to teachers at SMK Negeri 1 Gunungsitoli Alo'oa in collecting data and brought a notebook, and a camera as documentation in obtaining information about teacher professionalism at the school. So, in this case the researcher will use two instruments, namely: observation sheet and interview sheet.

#### 3.5.1 Observation Sheet

Observation sheet is a data collection tool created because it is needed to obtain data from variables in a study. Observation sheets are basically created because the data collection technique uses observation to obtain data for the research being conducted. So, researcher has designed an observation sheet as follows.

**Table 3.1**The example of observation sheet

Name of the teacher :  
Name of school :

Address :

Day/date/year :

No	Professional competence	Indicators	Arrise		Explanation
			Yes	No	
1.	Mastering the material, structure, concepts, and scientific mindset that support the subject that is taught.	Understand the concepts, theories and materials of various linguistic schools related to the development of language learning materials.			
		Understand the nature of language and language acquisition.			
		Understand the position, function, and variety of English.			
		Mastering the basics and rules of English as a reference for the use of English as a reference for the use of good and correct English			
		Have English language skills (listening, speaking, reading, and writing) .			
		Understand the theories and genres of English literature.			
		Able to appreciate works of English literature, receptively and productively.			
		English Mastering conceptual and procedural knowledge			
		Able to use English well			
2.	Mastering standard competencies and competencies and basic competencies of the subjects	Understand the competency standards of the subject of the subject being taught.			



	taught.	7 Understand the basic competencies of the subject subject taught.			
		Understand the learning objectives to be taught.			
3.	Developing learning materials that are taught creatively.	Selecting learning materials 7 learning materials according to the level of level of learner development.			
		Processing the subject matter taught creatively in accordance with the level of level of learner development.			
4.	Develop professionalism in a sustainable manner sustainably by taking reflective action.	Reflecting on one's own performance performance continuously.			
		Utilizing the comes about of reflection in proficient advancement.			
		Conducting classroom activity inquire about for 7oficient advancement.			
		Keeping up with the times by learning from different sources.			
5.	Utilizing technology information and communication .	Utilize data and communication innovation			
		Utilize data and communication innovation for self-development .			

### 3.5.2 Interview sheet

Interview sheet is a form of interview that has been previously prepared by the questioner on sheets of paper. This interview is usually called a semi-structured interview.

**Picture 3.1**Example of teachers' interview sheet

<p><b>INTERVIEWS' SHEET</b></p> <p>1. Are you an English teacher?</p> <p>2. How many classes do you teach English?</p>
--

3. What are your efforts to make students follow a good and interesting learning process?
4. How to provide creative material to students, so that students are interested in the material presented ?
5. What the techniques, skills or anything that a professional teacher must have?
6. Have you ever carried out classroom action research to increase professionalism?
7. Have you ever collaborated with other teachers to improve your professional competence in teaching English?
8. Are you motivated in creating learning media?
9. Are you afraid of doing something wrong, for example being creative and innovating?
10. How to utilize the results of reflection in professional improvement ?

**Picture 3.2 Example of Interview for students sheet**

1. Do you like English subject?
2. Why are you interested in English subject?
3. English subject teacher taught by?
4. What are your English teacher able to use English well?
5. What do you think, does your English teacher understand the learning objectives that will be taught?
6. How can your English teacher appreciate English literary works receptively and productively.
7. What do you think about your English teacher's way of choosing teaching materials according to the students' level of development?
8. Has your English teacher ever carried out classroom action research to improve professionalism?
9. In your opinion, does your English teacher keep up with the times by learning from various sources?
10. How do you think your English teacher uses information and communication technology in communicating?

### **3.6 Data collecting technique**

To achieve the research objectives, the researcher collect the data through two techniques, namely: observation and interview.

#### **3.6.1 Observation**

Perception is one of the information collection strategies in investigate. In this perception, the analyst watches the field conditions beneath ponder. Where this perception is valuable to help analyst in guaranteeing the information that has been gotten. Through perception, analyst can discover out the genuine condition of the question and field beneath consider without covering anything up. Saputri in Faisal in Sugiyono (2023:

27) says there are 3 sorts of perception, to be specific participatory perception, straight to the point or covered up perception, and unstructured perception. Based on this, the analyst utilized coordinate perception by giving an perception sheet

and be gave to the instructor. At that point, the analyst communicated her want to conduct perceptions at the area of SMK Negeri 1 Gunungsitoli Alo'oa. The analyst met the Vital to inquire for authorization. After that met the English instructors at SMK Negeri 1 GunungsitoliAlo'oa. After that, the analyst passed on what would be investigated at SMK Negeri 1 GunungsitoliAlo'oa. At that point, the analyst utilized the perception sheet when watching the English instructors by checking the criteria on the perception sheet.

### **3.6.2 Interview**

Interview is a data collection technique to obtain in-depth data. By using interviews, researcher asked respondents several questions related to the research topic. Saputri in Esterberg (2023:28) says there are three kinds of interviews, namely structured interviews, semi-structured interviews, and unstructured interviews. In this case, researchers used structured interviews. First, the researcher prepared some questions. Then, the researcher conducted interviews with participants. The questions asked were the same between one respondent and another participant. Finally, the researcher wrote down the answers. The researcher brought interview instruments to help with documentation. The instruments were, notebook, interview guidelines, and camera.

### **3.7 Data analysis technique**

Data analysis is the process of searching and arranging data that has been obtained from the result of data collection, so they can be 30 understood easily. In this research, the researcher use data analysis technique by Saputri in Miles and Huberman, (2023:30). Based on model Miles and Huberman the activities in analysing the data are data reduction, data display, and drawing conclusion.

#### **a. Data Reduction**

At this stage the researcher reduced the data. Data reduction is the process of selecting, focusing, simplifying, and abstracting all types of information that support research data. Data reduction is intended to reduce data so that the data collected is arranged in an organized, systematic and selected manner. Collecting all the data that has been carried out then looking for any data that is suitable to be published so that everyone knows. Data that is

not selected or not suitable for use does not need to be used again. For example, it does not take data such as the teacher's name, the teacher's date of birth, and the teacher's personal status.

In getting the data through observation sheets the researcher has done three times. The sample of data can be seen below :

The result of teachers' professionalism competences based on observation meeting 1.

### 3.1 Sample data got from observation sheet

No	Professional competence	Indicators	Arrise		Explanation
			Yes	No	
1.	Mastering the material, structure, concepts, and scientific mindset that support the subject that is taught.	Understand the concepts, theories and materials of various linguistic schools related to the development of language learning materials.		✓	still confused about linguistic genre material, so they cannot relate it to the development of learning materials
		Understand the nature of language and language acquisition.	✓		The researcher knew that the teacher was able to understand the nature of language and language acquisition. Because it is able to use first language acquisition and second language acquisition at the same time. For example, can use Indonesian well and can also use English.
		Understand the position, function, and variety of English.	✓		Can already understand the position and function of English. For example, you can transfer knowledge to students in the form of vocabulary
		Mastering the basics and rules of English as a		✓	Not yet able to use English rules

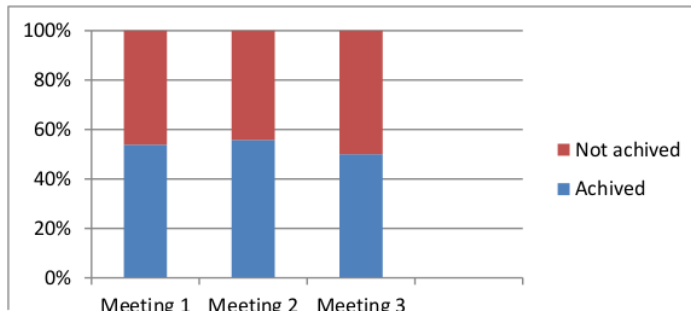
		reference for the use of English as a reference for the use of good and correct English			properly and correctly. For example, not being able to use good grammar, still using internet access to find out about grammar.
		10 Have English language skills (listening, speaking, reading, and writing) .	✓		Able to reading and writing language well
		Understand the theories and genres of English literature.		✓	Not yet able to master narrative, descriptive text and other genres. Still use internet access to search for these sources.
		Able to appreciate works of English literature, receptively and productively.	✓		Able to appreciate English ideas well and correctly. For example, being able to sing and compose poetry in English
		English Mastering conceptual and procedural knowledge	✓		Not yet able to master English procedurally and conceptually. For example, not being able to follow the steps in using English skills properly and correctly.
		Able to use English well		✓	Use google translate to translate something
2.	Mastering standard competencies and basic competencies of the subjects taught.	Understand the competency standards of the subject of the subject being taught.	✓		Have good knowledge, skills and attitudes in mastering learning material.
		Understand the basic competencies of the subject subject taught.	✓		Find out what students' abilities are in choosing learning materials

		Understand the learning objectives to be taught.	✓		Able to know students' needs.
3.	Developing learning materials that are taught creatively.	Selecting learning materials according to the level of level of learner development.	✓		Able to adapt students' knowledge and needs.
		Processing the subject matter taught creatively in accordance with the level of level of learner development.		✓	Not yet able to process material creatively. The only media used are books, and sometimes asking one of the students to write learning material on the blackboard.
4.	Develop professionalism in a sustainable manner sustainably by taking reflective action.	Reflecting on one's own performance performance continuously.		✓	Still not productive. Still not focused on one process. For example, learning media still does not focus on making things more creative
		Utilizing the results of reflection in professional improvement.		✓	Not yet implemented. Because there has been no reflection
		Conducting classroom action research for professional improvement.		✓	Has never been held
5.	Utilizing technology information and communication .	Utilize information and communication technology in communication.		✓	Because, the lack of communication in using information technology is caused by poor internet networks.

b. Data Display

Based on the results of several observations checklist that the researcher carried out, the researcher display the data in form of graphic.

Graph 4.1



c. Drawing conclusions

As we know on graphic after displaying the data the researcher take conclusion. Showd that the third time the researcher observed, Ms. S.H, could not be said to be a professional in her field, especially in terms of teacher professional competence. Because there are still many indicators that have not been achieved. The blue color of the graph shows the teacher's achievement of teacher professional competence. Likewise, the red graph shows that the indicators for teacher professional competence have not been achieved. It is known that at the first meeting the achievement was only 56%, at the second meeting 58%, and at the third meeting 54%. Thus, several indicators of teacher professional competence have not yet been achieved.

## CHAPTER IV

### RESULT AND DISCUSSION

#### 4.1. RESULT

This research was carried out at SMK Negeri 1 Gunungsitoli Alo'oa. It is located in Gunungsitoli Alo'oa, Jl.Umbu Laehuwa Km 12, Nazalou Alo'oa, Kec. Gunungsitoli Alo'oa, Kota Gunungsitoli Prov. Sumatera Utara.

There were 2 English teachers' at the school. Based on the research focus, namely to teachers' professionalism competences in teaching English, the data collection stages were carried out by the researchers, namely observation and interviews. On January, 30<sup>th</sup> 2024, February, 2<sup>th</sup> 2024, and February, 4<sup>th</sup> 2024 observation in class together with English teachers. After making observations, the researcher conducted interviews with the English teacher, in February, 17<sup>th</sup> 2024 to February, 20<sup>th</sup> 2024. After that, the researcher collected data by analyzing data based on the results of interviews and field notes during observation.

To be better understood, the researcher decided to examine Ms. Seniman Hati Hulu, S.Pd as the first teacher while Ms. Mei Murni Laoli, S.Pd as the second teacher.

##### 4.1.1. The result of observation checklist

The results of observations of teachers' professionalism competencies at SMK Negeri 1 Gunungsitoli Alo'oa can be seen in the following table.

Table 4.1 data got from observation sheets

No.	Teachers' Name	Meeting														
		1					2					3				
		M	M	D	D	U	M	M	D	D	U	M	M	D	D	U
M	S	L	M	T	M	S	L	M	T	M	S	L	M	T		
1.	S.H	✓	✓	✓	×	×	✓	✓	×	×	✓	✓	✓	×	×	×
2.	M.L	✓	✓	✓	×	×	✓	✓	×	×	×	✓	×	×	×	×

Explanation :

MM = Mastering Material

DM = Developing Media

MS = Mastering Standar competence

UT = Using Teknology

DL = Developing Learning Material

Communication





Based on the table above, it can be seen that from the three checklist observation meetings, S.H. Not all of them have indicators of teacher professional competence, but only a few of these indicators. Likewise with M.L., on the third checklist observation that the researchers had carried out, they saw that M.L still did not have professional teacher competence. because they still don't have all the indicators of teacher professional competence that have been determined by legislation number 26 of 2007.

In this way, the researcher concluded that the English teachers at SMK Negeri 1 Gunungsitoli Alo'oa still do not have professional teacher competence, and are still not professional in their field.

#### 4.1.2 The result of teachers' professionalism competences in interview

After processing the interview data, the results can be seen in the following table.

Table 4.2 Data got from interview sheet for teachers

No.	Teachers' Name	Questions	Responds
1.	S.H	Are you an English teacher?	That's right, I am a English teacher
		How many classes do you teach English?	Eight class
		What are your efforts to make students follow a good and interesting learning process?	Efforts need to be made by providing creative learning materials. It's just that sometimes, in this area the internet network is not good so there is also a lack of me creating creative learning materials
		How to provide creative material to students, so that students are interested in the material presented ?	honestly, i'm not make a media. But I'm using media book and Using application PMM (Klipping School)
		What the techniques, skills or anything that a professional teacher must have?	must be humble and friendly for the students

		Have you ever carried out classroom action research to increase professionalism?	Once. By comparing how other teachers teach. so that by looking at the advantages and disadvantages, I can follow the good ones to improve my professionalism in my field.
		Have you ever collaborated with other teachers to improve your professional competence in teaching English?	No. because of lots of busyness.
		Are you motivated in creating learning media?	quite motivated. It's just that there is a lack of availability of tools and materials. for example, I make a creative ppt, but how will students see the learning ppt if there is no focus
		Are you afraid of doing something wrong, for example being creative and innovating?	Of course. because of its impact on oneself. I would be embarrassed if my creations and innovations were not used or liked.
		How to utilize the results of reflection in professional improvement.	By looking at the results of the evaluation that has been carried out. So that way, I can see the weaknesses and strengths that I have to improve.
2.	M.L	Are you an English teacher?	That's right, I am a English teacher
		How many classes do you teach English?	Fiveth classs
		What are your efforts to make students follow a good and interesting learning process?	In fact, the effort made is to create good and interesting learning media. It's just that this school has limited facilities and infrastructure. For this reason, limitations are one of the obstacles in creating something creative.
		How to provide creative material to	As a teacher, you have to be

	students, so that students are interested in the material presented ?	clever in looking for learning materials on the internet, so I look for materials that students like.
	What the techniques, skills or anything that a professional teacher must have?	In fact, you must be able to master technology to introduce it to students, so that you can easily apply learning in class
	Have you ever carried out classroom action research to increase professionalism?	Never. because time and conditions did not allow it. due to unsupportive busyness.
	Have you ever collaborated with other teachers to improve your professional competence in teaching English?	Never, due to each other's busy lives, it becomes an obstacle to exchanging ideas in looking for learning resources or creating innovations.
	Are you motivated in creating learning media?	very motivated. it's just because of the lack of facilities and infrastructure at school. Not only that, but finding media references on Google is a bit difficult due to the lack of a good internet network.
	Are you afraid of doing something wrong, for example being creative and innovating?	Of course. because, it could be risky for me. for example, if I make a new creation, my creation may not necessarily be accepted by many teachers.
	How to utilize the results of reflection in professional improvement.	By re-learning material that has already been done. so that it can still be remembered and become knowledge in the future.

10 Based on the results of S.H response, it shows that one of the students' interests in learning is using creative learning media. It's just that this creativity cannot be achieved because of several factors that become obstacles in creating this media. These obstacles come from trust and

value factors. S.H is motivated to create creativity but only relies on school facilities and infrastructure without thinking long about creating his own creativity in creative learning media. the reason is fear of making mistakes in making creations and innovations. because it has an impact on oneself, and has a great shame in creating something new.

Thus, the response results for M.L show that the obstacles in creating creativity and innovation for students are suggestions and infrastructure as well as the lack of a good internet network, making it difficult to find new creative references. The next obstacle is a lack of self-confidence in creating new things, so that the efforts made are not achieved. M.L is also sometimes embarrassed to create new things, because according to M.L it's a waste if something he creates is not used. M.L is also very motivated to create learning media, but the obstacle is the lack of adequate facilities to support the creation of this media.

Based on the results of interviews conducted by researchers for the two teachers, the researchers were able to conclude that the failure to achieve teacher professional competence was caused by several factors and obstacles that occurred at SMK Negeri 1 Gunungsitoli Alo'oa. The first factor is the beliefs and values that exist in the teacher. The two teachers did not have confidence in creating new creativity and innovation. due to inadequate school facilities. The second factor is personality characteristics, the lack of cohesiveness between teachers in collaborating to improve teacher professional competence. The third factor is motivation, the two teachers are motivated in creating new innovations, the obstacle is the lack of support for the innovation, for example when looking for new innovations there are obstacles in references due to unsupported internet access. then the fourth factor is emotional issues. The two teachers admitted that they were afraid of making mistakes in creating because they would be hurt if the creative results they had created were not used.

So, with the presence of several factors, the researcher can conclude that the English teacher at SMK Negeri 1 Gunungsitoli Alo'oa

does not have the professional teacher competency that has been determined by government regulation number 16 of 2007.

### 1.1.3 The result of interview Students

Table 4.3 Data got from students interview sheet for students

No.	Questions	Responds							
		T.H	P.H	S.H	N.Z	R.L	J.Z	M.H	A.H
1	Do you like English subject?	Ya, saya suka karena bahasa inggris itu keren	Tidak, karena bahsa yang sulit	Tidak, susah dalam memba ca	Ya, karena bisa tahu bahasa asing	Ya, karena menurut saya menarik	Tidak, susah untuk dipelajari	Tidak, susah untuk dipahami	Tidak, susah untuk dipelajari
2	Why are you interested in English subject?	Tertarik karena cara penguca pannya yang asik	Saya tidak tertarik sama sekali	Tidak tertarik, cara baca dan cara menulis nya pun berbeda membuat saya pusing	Karena bahasa nya menurut saya keren	Karena kalau tahu bahaa inggris maka bisa keluar negeri	Saya tidak tertarik sama sekali	Tidak suka.	Saya tidak tertarik sama sekali
3	English subject teacher taught by?	Ms. S.H	Ms. S.H	Ms. S.H	Ms. S.H	Ms. M.L	Ms. M.L	Ms. M.L	Ms. M.L
4	What are your English teacher	Menurut say sih iya.	Iyah, tapi terkadang menyruh	iyah	Tidak tahu, karena memana	Tidak tahu juga bagaimana	Iyah, mungkin	iyah	iyah

	able to use English well?		kami mencari kata dalam kamus		g saya tidak tahu bahasa inggris.	bahasa inggris yang baik			
5	What do you think, does your English teacher understand the learning objectives that will be taught?	Menurut saya iya.	Iya, karena mampu menjelaskan dengan baik	Saya kurang tahu	Ya, saya melihat dia mampu memberikan kami materi yang baik	Menurut saya, ya	Kalau saya perhatikan sih iya, karena mampu menjelaskan materi dengan baik	Iya, mengerti	Iya, mengerti
6	How can your English teacher appreciate English literary works receptively and productively.	Menurut saya dengan menyuruh kami lebih kreatif dalam membuat tugas	Menurut saya dengan menyuruh kami membuat sesuatu yang kreatif misalnya membuat poster	Dengan mampu mengarahkan kami lebih baik	Menurut saya dengan mengajak kami dalam membuat sesuatu hal misalnya cara membuat poster yang menarik	Menurut saya dengan mengajari kami bahasa inggris yang baik	Menurut saya dengan menyuruh kami lebih kreatif	Dengan mampu mengarahkan kami lebih baik	Menurut saya dengan mengajak kami dalam membuat sesuatu
7	What do you think about your	Caranya dengan melihat	Dengan melihat sesuai	Dengan mengetes kami	Caranya dengan	Dengan melihat sesuai	Dengan mengetes kami	Dengan melihat sesuai	Caranya dengan melihat

	English teacher's way of choosing teaching materials according to the students' level of development?	kemampuan kami	tingkat kelas		melihat kemampuan kami	tingkat kemampuan kami		tingkat kemampuan kami	kemampuan kami
8	Has your English teacher ever carried out classroom action research to improve professionalism?	Sepertinya tidak, karena guru kami sibuk mengajar	Saya kurang tahu	Tidak, sibuk mengajar	Tidak, sibuk mengerjakan materi pembelajaran	Saya kurang tahu	Tidak	Tidak	Saya kurang tahu
9	In your opinion, does your English teacher keep up with the times by learning from various sources?	Menurut saya iya, misalnya dari internet	Iya, belajar dari google	Saya kurang tahu	Sepertinya iya, saya tahu karena sering menyuruh kami mencari tugas di google	Iya, misalnya buku dan internet	Saya kurang tahu	Saya kurang tahu	Saya kurang tahu
10	How do you think your English teacher uses information	Menurut saya dengan dia	Menurut saya dengan menggunakan	Dengan menggunakan teknologi	dengan dia pelajari terlebih	Dengan menggunakan teknologi	dengan menggunakan teknologi	Dengan menggunakan teknologi	dengan menggunakan teknologi



n and communication technology in communicating?	pelajari terlebih dahulu	akan teknologi tersebut	gi dengan baik	dahulu	dengan baik	tersebut	dengan baik	tersebut
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Explanation :

T.H = Turia Elden Harefa

P.H = Putri Kasih Harefa

S.H = Suriani Harefa

N.P = Nopita Zentrato

R.L = Rosneli Laoli

J.Z = Julrat Nini Zentrato

M.H = Mersi Pita Sari Harefa

A.H = Aguslena Harefa

Based on interviews conducted by researchers with students, several students had different answers in responding to the English teacher. However, in the question section regarding Has your English teacher ever carried out classroom action research to improve professionalism? all students answered no, because the teacher was busy teaching and pursuing learning material. Not only that, on how to appreciate English literary works, many students also answered that the teacher only told them to look for references on Google. The researcher concluded that teacher professional competence had not yet been achieved at SMK Negeri 1 Gunungsitoli Alo'oa, which was clearly visible from the students' answers. that the factor why teachers cannot carry out classroom actions to improve professionalism is because they are busy pursuing learning material.

## 4.2 DISCUSSION

### 4.2.1. The research finding versus to the latest related research

Previously, several related and current studies have been published. The first was written by Rizkiani (2022) with the title 6 Professional Competency of Pre-Service English Teachers and ICT during

the Covid-19 Pandemic. Through direct observation, it was found that there are pre-service English teachers who still experience awkwardness and doubts in carrying out their duties as English teachers at the school where they practice. Some look less prepared personally or professionally, such as feeling insecure, uneasy about the various characters of students, lack of mastery of the material that must be provided, also do not have sufficient knowledge and experience in the use of ICT in which the learning is carried out. It was also found that the implementation of ICT can improve their teaching performance, as stated by Katemba (2020). The professional competency criteria for pre-service English teachers in this study are based on the level of teacher competency indicators whose levels are obtained through empirically calculating the percentage of scores which are then compared with the ideal score.

In the researcher findings, it was found that teachers at SMK Negeri 1 Gunungsitoli Alo'oa still had doubts in carrying out their duties as teachers. The doubts that occur include fear of creating new things, because they are embarrassed if something created is not used by the school so that teacher professional competence is not achieved.

The second, by Rahmah (2022) with the title The Development of Teacher's Professional Competence: A Theoretical Review. From a macro perspective, the factors that cause teacher problems in the professional aspect are mapped to being the responsibility of the teacher, which is not comparable to proper welfare; teacher performance has not been supported by the establishment of a comfortable and peaceful work environment; teacher professionalism is influenced by work stress and disharmony in the work environment. Solutive strategies that can be implemented to improve teacher professionalism include increasing the role of school principals in policy making, establishing a harmonious work culture with a family atmosphere. The effectiveness of the role of the school principal is also carried out through operational steps, including providing justice, giving recognition and appreciation of teacher achievements; inculcating values that support individual learners, provide equal opportunities to teachers,

provide participatory space in policy making; appreciate the teacher to boosts their self-confidence.

In the researcher findings, it was found that teachers at SMK Negeri 1 Gunungsitoli Alo'oa were still not supported by school facilitation with the needs of a teacher. so that teachers also cannot be comfortable in the learning process. The principal who plays an important role in providing school facilities is the principal, however the role of the principal is still not visible in taking action to facilitate teachers in the learning process.

The third, by Nurhalimah (2022) with the title A Need of English Teacher Professional Competence In 21st Century, the findings of the need for teacher professional competence are divided into: two things: real conditions and needs. Because, the needs themselves depend on the reality on the ground. in the five indicators set by the government in 2007 number 16, The first indicator indicates that the English teachers can bring the subject taught to the English class. The needs reflect that English teachers and the government are the key to maintaining and developing this indicator. For example, English teachers keep up to date on the English subject from various sources. The activities of reading, such as non-printed or printed materials, subscribing to a journal or magazine are a good way to keep up-to-date with new themes and ideas of the field. The second indicator from two informants has three sub-indicators (core competence, basic competence and learning goals) which are needed to comprehend by an English teacher in order to develop the curriculum. A thing that is to be noted is that the curriculum development does not ignore the students and school condition as well as does not exit from the government instruction. The third indicator shows that English teachers have been developing the learning materials creatively based on criteria of validity, meaningfulness, relevance, attractiveness and satisfaction. The main need is to understand the students themselves. Another need is to understand the school conditions. The documents needed are a lesson plan, syllabus, and various resources. The important need is to implement it in English class. The fourth indicator shows that two informants are not yet capable of conducting classroom action

research (CAR).<sup>3</sup> It means the school will be funded by it. However, the research has not been implemented. But, the English teacher surely consciously implemented the part of CAR (there is problem and solve it), but did not follow the research steps fully. The fifth indicator shows that both informants are able to utilize ICT for self- development. The need to fulfill is ICT skills and tools. However, in a related result - sub- indicator scientific and technological foundation – I2 still needs ICT skills in making animation. It means there is a need to enhance the ICT skills of English teacher because of today's demand to fulfill it.

In the researcher findings, it was found<sup>1</sup> that the professional competence of teachers at SMK Negeri 1 gunungsitoli alo'oa also depends on the needs and conditions that exist in the school. English teachers at SMK Negeri 1 gunungsitoli alo'oa also need to need school facilities that support the learning process. for this reason, one of the factors inhibiting the lack of professional competence at SMK Negeri 1 gunungsitoli alo'oa is caused by limited facilities and infrastructure in the school. So that it affects the learning activities of teachers and students.

The fourth, by Zakirah Ulfa (2022) with the title<sup>2</sup> The Impact of Teacher's Professional Competence On Student's Performances.<sup>2</sup> Thus, it can be considered that teacher professional competence have an impact on student performance of the second-grade student of SMAN 11 Banda Aceh, with a low correlation strength. The result of this study showed that Ho was rejected or Ha was accepted, which means that teacher professional competence have an impact on student performance of the second-grade student of SMAN 11 Banda Aceh, with a low correlation strength.

Based on the results of all the findings that have been carried out by researchers and experts, researcher can conclude that one of the driving factors for making a teacher have professional teacher competence is influenced by the needs and conditions of the school. The next factor is the lack of facilities in the school so that teacher professional competence is also difficult to achieve. The last factor comes from the teacher himself,

who is still not capable of being professional in his field. caused by a lack of confidence in creating new things.

The fifth, by Saputri (2023) with the title *An Analysis of Teachers Professional Competence In Teaching English at MTsN 6 Boyolali in The Academic Year 2022/2023*. The findings that have been obtained are that the professional competence of aT MTsN 6 boyolali in the academic year 2022/2023 teachers between the first and the second English teachers was different. In the first indicator, the two teachers were able to master the learning material. This finding is based on the results of interviews and observations that have been carried out. In the second aspect of professional competence that is mastering competency standards and basic competencies of subjects that are mastered, both of the teachers are understanding the standards and basic competencies of the subjects they are capable of. However, the first English teacher did not understand the learning objectives of the learner. In the third aspect of professional competence that is developing creatively capable learning materials, there is no one the English teachers who choose learning materials that are mastered according to the level of development of students and processing creatively capable subject matter according to the level of development of students. In the fourth aspect of professional competence that is developing professionalism ongoing basis by taking reflective, the first teacher is not doing reflecting on one's own performance continuously, using the results of reflection in order to improve professionalism, and keeping up with the times by learning from a variety of sources. While the second teachers are doing aspects of developing professionalism from joining MGMP, make an article to improve the professionalism and conducting class action research. In the five aspects of professional competence that is utilizing information and communication technology to develop themselves, there is no one both of teachers using information and communication technology in communicating and using information and communication technology for self-development

In the researchers' findings, it was found that the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa showed that

the two teachers had different professional competence. in the professional competence possessed by the first teacher, he is able to master the learning material, master the competency standards. the next three indicators are still not available. competencies that are still not possessed, such as the competency to develop learning materials, develop learning media and use communication technology. while the second teacher is also only able to have competency indicators in mastering learning material and developing learning material. regarding competency, mastering competency standards is still not owned. Researchers obtained data from observations and interviews, that the second teacher did not make lesson plans, syllabi and other learning tools. the second teacher, only uses learning devices created in academic years below 2020.

#### 4.2.2 The Finding versus Theories

Based on the research results, researcher found <sup>1</sup> that the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa had not yet been achieved. The factors that become obstacles in not achieving professional competence are because teachers are not facilitated enough by the school, the internet network is not good and they are too busy teaching so they don't have the opportunity to collaborate with other teachers to improve their professionalism. Thus, if these three obstacle factors do not occur, <sup>1</sup> the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa will be achieved. As is known, to be a professional teacher you must be able to master the material and be able to create a good learning climate without looking for obstacles in doing something. because being a professional teacher doesn't care about the various factors that hinder innovation and creativity. This means that being a professional teacher has consistent knowledge in his work.

As according to Nadia Amalia in David & Thomas (2020:12) <sup>1</sup> states that professional teachers are teachers who have the ability to create a learning climate, have the ability to provide feedback and reinforcement, and have the ability to improve themselves. Furthermore, according to Kurniawati in Nurhalimah (2019:14), if a teacher can master theoretical



and practical skills and competencies in the learning process, he is called professional. This means that to become a teacher you must master the skills that exist in a teacher. for example, you are able to master the learning material so that during the learning process you are able to apply it to students. In this way, students will easily understand the learning material that has been presented.

#### **4.2.3 The Research Findings Implication**

The research findings reveal implications <sup>1</sup> for teacher professional competence. A teacher must be able to provide the best to students, that's why a teacher must be professional in his field. because what the teacher conveys becomes a guide to increase students' insight and abilities. These findings relate to what is the professional competence of teachers in carrying out their duties. By having professional competence, teachers are able to provide good future potential to students. Becoming a professional teacher usually comes from the teacher and can also come from teacher training that has been attended. thus being able to be creative in various things without the principal's instructions. able to create something useful for students and for the school.

#### **4.2.4 The Analysis of Research Findings Limitation**

There are several obstacles that arise in this line of thinking, to be more specific:

- a. The researcher realises that there are many shortcomings in this study. This research is the first research conducted by researcher so that researcher do not have experience conducting research before. As a beginner, the researcher realises that there are still many shortcomings and weaknesses so that this research is still imperfect. Therefore, many things are a challenge in conducting research due to lack of knowledge In

addition, there are also mistake and shortcomings and so on. Therefore, the result of this reflection still have shortcomings.

- b. The researcher has limited knowledge in qualitative analysis, as well as limited experience regarding pedagogical competence. This lack of knowledge makes researcher sometimes experience a little difficulty and confusion in conducting research, meanwhile, this research is not perfect and is still far away when compared to research conducted by previous studies.
- c. In addition to this, the researcher experienced limitations in conducting research because the time of education and learning made the interaction between researchers and teachers and principals limited. Especially the interaction between researcher and teachers. At the time when the researcher conducted the research at school, the work of the teachers at school was very busy so that the researcher conducted the research in a very urgent, short and limited time because the semester 2 period at school was coming to an end, which should be the time the researcher conducted the research used to plan the end-of-semester exams for students and teachers at school. Therefore, the researcher realises that the results of this study are far from perfect.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 1.1 Conclusion

Professionality competences <sup>2</sup> refers to a teacher's capacity to master a wide range of learning content in detail and to carry out the tasks and responsibilities of the teaching profession with high abilities. Ulfa Zakirah in Usman (2022:10) stated that a teacher's professional competence outlines the qualities a person in charge of the role of a teacher must possess. For teachers, professional competence is a must-have skill. They should develop themselves and keep up with all of the materials that will be taught later in the classroom.

The characteristics of a professional teacher are all the english teachers' attitudes and actions both at school, outside school and in the community, in giving services, increasing knowledge, providing guidance and motivation to participants educate in various things, for example: how to behave between young and older, the attitude of the young towards the older, a good way of dressing traditionally or religiously, how to speak and relate well <sup>10</sup> to students or attitudes towards colleagues, as well as other members of the community.

Based on the results of interviews <sup>10</sup> conducted by researcher for the two teachers, the researchers were able to conclude that the failure to achieve teacher professional competence was caused by several factors and obstacles that occurred at SMK Negeri 1 Gunungsitoli Alo'oa. The first factor is the beliefs and values that exist in the teacher. The two teachers did not have confidence in creating new creativity and innovation. due to inadequate school facilities. The second factor is personality characteristics, the lack of cohesiveness between teachers in collaborating to improve teacher professional competence. The third factor is motivation, the two teachers are motivated in creating new innovations, the obstacle is the lack of support for the innovation, for example when looking for new innovations there are obstacles in references due to

unsupported internet access. then the fourth factor is emotional issues. The two teachers admitted that they were afraid of making mistakes in creating because they would be hurt if the creative results they had created were not used.

## 5.2 Recommendation

8 There are some suggestions from the researcher after conducting the research, such as:

### 1. For English Teachers at SMK Negeri 1 Gunungsitoli Alo'oa

To support the teaching and learning process teachers must master the material and be able to be creative in creating learning media for students. also possible for 8 Facilitate and use technology when teaching English in the classroom. Because it can help teachers make students understand the material easily. Apart from that, it can support teacher skills as professional educators.

### 8 2. For the other teacher

After conducting research at SMK Negeri 1 Gunungsitoli Alo'oa, researcher recommended that school facilities be used properly so that they can support a good learning process.

### 8 3. For the Principal of School

8 Researcher suggest facilitating technology in the classroom, especially projectors, which can support the teaching and learning process.

### 4. For Further Researcher

8 Researcher suggest conducting the same research to find out more about teachers' professional competence in teaching and use this research as a reference in the same field.



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