

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.

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

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

Teachers are required not only to be intelligent but creative, productive and innovative (Syarifah Rahmah in suci et al., 2022 : 105). Teachers who are qualified and intelligent are the teachers who can provide value and change transformation to students. According by Syarifah Rahmah in prasetyo et al.,

(2022 : 105). Many researches have been done on teachers, but there is still very limited research on teacher quality in relation to sustainable professional development. The limitations of the term in this study mean teacher quality refers to aspects of professionalism and pedagogical competence, while professional development is more directed to social competence and personality competence.

According to 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.

Pullias and Young, Manan, Yelon and Weinstein as quoted by E. Mulyasa (2007:35), says that the role of the teacher in the learning process is as an Educator, Teacher, Guide, Trainer, Advisor, Reformer (Innovator), Model and Exemplar, Personal, Researcher, Creativity Encouragement, Insight Generator, Routine Worker, Tent Shifter, Story Teller, Actor, Emancipator. Therefore, the role of the teacher is as follows:

1. Teacher as Director

Teachers must be able to guide and direct students' learning activities in accordance with the desired goals.

2. Teacher as Motivator

The role as a motivator is important in order to improve enthusiasm and development of student learning activities. Teachers must be capable provide stimulation, encouragement and reinforcement to develop student potential, foster self-reliance (activity) and creativity (creativity), so that there will be dynamics in the learning process.

3. Teacher as Mediator

This mediator can be interpreted as an intermediary in learning activities student. For example, mediating or providing a way out or solution when the discussion didn't go well. Mediator can also be interpreted as provider of learning media, the teacher determines which learning media appropriate to use in learning.

4. Teacher as Organizer

Manager of academic activities, syllabus, workshops, lesson schedules and etc. The organization of the components of learning activities must be regulated by the teacher in order to achieve effectiveness and efficiency in learning for both teachers and themselves student.

5. Teacher as Evaluator

Teachers have the task of assessing and observing the development of achievement student learning. Teachers have full authority in assessing students, However, evaluation must still be carried out objectively. Evaluate that carried out by teachers must be carried out using certain methods and procedures that have been implemented planned before learning activities begin.

According to Askhabul Kirom in Gage, etc. (2017:72) the role of teachers in the learning process, there are three main functions, namely as planner, implementer and manager (organizer) and assessor (evaluator). In relation to education as a medium and vehicle for transfer the value system argues that there are five roles and functions of teachers, namely as conservator (maintainer) of the value system which is the source of norms maturity, innovator (developer) of the science value system, as transmitter (successor) of the value system to students, transformer (translator) the value system through incarnation in the person and behavior, through the process of interaction with students and organizers (organizer) creates an educational process that can be accounted for in the process of value system transformation.

So Askhabul Kirom in Gary Flewelling and William Higginson (2017:72) describes the role of teachers as follows:

1. Provide stimulation to students by providing assignments rich learning (rich learning tasks) and well designed to enhance intellectual, emotional, spiritual, and development social;
2. Interact with students to encourage courage, inspire, challenge, discuss, share, explain, affirm, reflect, assessing and celebrating development, growth and success;
3. Demonstrate the benefits gained from studying a subject;
4. Act as someone who helps, someone who mobilizes and provide affirmation, someone who gives soul and inspires students by arousing curiosity, enthusiasm, passion in a learner who dares to take risks (risk taking learning), with thus the teacher plays the role of information provider (informer), facilitator.

Based on this, it can be concluded that 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

Nadia amalia in David & Thomas (2020 : 12) 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. They are teachers that have deep knowledge about their profession through training, exercises, and special schools. Professional teachers are able to teach the students by using several learning methods, medias, and resources. In addition, professional teachers also can do the research related to their subject being taught. In doing their responsibilities, professional teachers have to know how to communicate with students, peers, and others.

Nadia Amalia in Uwes (2020:11) states that Teachers' Professionality are teachers who are experts in the field of teaching, skilled in research, and have competence in community service. Nadia Amalia in Suyanto and Jihad (2020:11) states that Teachers' Professionality are teachers who receive formal recognition based on the applicable 12 provisions relating to their position and educational background. Nadia Amalia in David & Thomas in Mulyasa (2020:13) 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.

Nadia Amalia in Uwes (2020:11) states that Teachers' Professionality are teachers who are experts in the field of teaching, skilled in research, and have competence in community service. Professional teachers know the background of education and learning with a variety of knowledge, especially relating to the subjects they teach. They are a teacher that has deep knowledge about their profession through training, exercises, and special schools. Professional teachers are able to teach the students by using several learning methods, medias, and resources. In addition, professional teachers also can do the research related to their subject being taught. In doing their responsibilities, professional teachers have to know how to communicate with students, peers, and others.

Nadia Amalia in David & Thomas (2020:12) 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. Learning climate means the conditions of the classroom environment during learning. This is indicated by the interaction between teachers and students, as well as students and students. Professional teachers are required to be able to create a learning climate, because learning is not only about the material but also the classroom atmosphere which affects the realization of an effective and conducive learning process.

Professional teachers play a major role in the success of the learning process. Because it has an important role, professional teachers must have several abilities. Professional teachers can create a comfortable learning environment for students.

Professionality competences 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.

Teachers' Professionality just not teach the lesson material to the students, but they have to possess some skills (Nadia Amalia in Helmawati, 2020:17). Further Helmawati explains skills that have to be possessed by professional teacher :

a. Technical Skill

In technical skills, teachers able to make teaching plans. Teaching's plan includes arrange the learning process, evaluate the learning's result, and others that are related to learning goals.

b. Interpersonal Skill

Interpersonal skill means a teacher has the skill to communicate with the students by using verbal and nonverbal language in order to build a conducive and funny learning process.

c. 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.

d. 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.

e. 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.

Teachers' Professionality also have professional teaching competency. According to Nadia Amalia in Philip & Ramya (2020:19), teachers need to consider professional teaching competency areas as follows:

a. Engaging and supporting all students in learning

Teachers have to make the students active in the class, so that the class is student-centered learning. The teachers give variety of strategies and resources to fulfill the student's needs. The creativity of teachers in using the strategies and resources aims to make the students have critical thinking and problem-solving. For example : Using group discussion as learning technique.

b. Creating and maintaining an effective environment for student learning

The teacher is able to create a comfortable learning environment for students. They need to establish a climate that promotes equality and respect. In addition, teachers must also be able to use time effectively. For example: the teacher occasionally tells about their life experience that can stimulates the student's interest sympathy, and communication. Teachers can also use a joke so that the atmosphere is not too tense and serious. This helps students not feel pressured. But the joke must be adjusted to the situation and conditions.

c. Understanding and organizing subject matter for students learning

The teacher is able to convey knowledge in these subjects well with the right strategy. To support this, teachers must use materials, resources, and modern technology.

d. Planning instruction and designing learning experience for all students

Teachers need to establish and articulate goals for teaching students.

¹
e. Evaluating students learning

Before evaluate, the teacher need to communicate learning goals to students. It aims to adjust the evaluation with the learning goals. Evaluation is not only from the teacher, but also from the students. Teachers have to direct the students to evaluate themselves. In evaluating the student's progress, the teacher need to communicate with the students and the family.

¹
f. Developing as professional instructor

Teacher's ability to improve themselves includes be able to implement the curriculum and learning method innovatively, be able to expand and add knowledge about teaching methods, and be able to utilize teacher's group planning to create and develop relevant teaching methods. Teachers as a professional force have to always improve their professionalism.

b. Characteristics of Teachers' Professionalism

Teacher characteristics are typical qualities, good morals that a person must have teachers ¹ can be role models for their students, and also have a sense of love and be sincere in the process of teaching and learning activities so that students have enthusiasm and high motivation so that an active, creative and innovative attitude will emerge.

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' Professionality including:

1. Comply with statutory regulations

The government maintains existing education policies in Indonesia. Governmentthrough ¹³ the Ministry of National Education issues provisions

as well regulations which are policies and must be implemented by the authorities that include teachers because teachers are also government officials. 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

¹³ In the teacher's code of ethics point 6 states that "teachers individually and collectively develop, improve the quality and dignity of the profession".

3. Maintain relationships with colleagues

¹³ In the seventh point of the teacher's code of ethics, it is explained that "Teachers maintain professional relationships, family spirit, and social solidarity." Based on ¹³ This means that teachers should be able to create and maintain relationships fellow teachers in their work environment, as well as creating a family spirit and social solidarity in the environment outside 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 teachers that are really liked by students namely: Democracy, Kind, Be patient, Fair, Consistent, Open, Helpful, Friendly, Likes humor, ¹³ Have various interests, Mastering the lesson material, Care and attention to students, Cooperative.

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. Create a good atmosphere in the workplace

A beloved good atmosphere in the workplace will certainly increase teacher productivity. Teachers have an obligation to create a good atmosphere in the environment work to make the atmosphere more conducive.

2.1.3 Teachers' Professionalism Competences

a. Definition

Ulfa Zakirah in Usman (2022:10) 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.

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 main subgroups such as curriculum competencies, lifelong learning competency, social-cultural competencies, and emotional competencies (Nadia Amalia in Selvi, 2020:37). Curriculum competencies mean the teacher's ability in understanding the curriculum plans for teaching and learning. Curriculum competencies are oriented towards carrying out their teaching role effectively determine the teamwork of the knowledge and skills that teachers will gain. Lifelong learning competency means the ability to understand that education must continue, not only from formal education but also informal education. Teacher professional competence must include the ability to demonstrate ethical and responsive professional behavior (Nadia Amalia in Karpova et al., 2020:37).

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.

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), 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

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 master five professionalism competences, a teacher should have some indicators based on the Regulation of the Minister of National Education No. 16 of 2007. First, mastering the material, structure, concepts, and scientific mindset that support the subject that is taught. (a) Understand the nature of language and language acquisition. (b) Understand the position, function, and variety 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.

Five, utilizing technology information and communication .
(a) Utilize information and communication technology communication in communication. (b) Utilize information and communication technology for self-development .

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 ⁵ "The Development of Teacher's Professional Competence: A Theoretical Review" (2022), found that there are five indicators professional competence namely, ⁶ 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, ⁴ 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 increaseng 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) ² 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 be carried out, the researcher does not evaluate students but only looks at how teacher professionalism is achieved.

The fifth, research written by Saputri with the title “An Analysis of Teachers Professional Competencies in Teaching English at Mtsn 6 Boyolali in The Academic Year 2022/2023” (2023),¹ found that there are four indicators of teachers’ professional competence, They are: 1) mastering the material, 2) structure, 3) concepts, 4) and scientific mindset that supports the subjects they are taught. By mastering these four indicators, teachers’ professional competence are achieved. However, the difference with the research that has carried out is regarding the scientific mindset. A scientific mindset is said to be realized if you are able to master the material, develop the material and be able to use technology in learning.

² 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, conductive learning can be created between students and teachers. where teachers are able to transfer¹⁰ their knowledge to students and students are also able to understand what the teacher has conveyed. On the other hand, this

research aimed ² 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), Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. Meanwhile, Nadia Amalia in Sugiyono (2020:56) argued that qualitative research is used for researching the object's condition naturally, where the researcher is the key instrument. Here the researcher analyzed an existing problem phenomenon which aims to collect data in finding the main problems based on facts by conducting observations 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 20th 2023 until March 09th 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 3.1The 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 results of reflection in professional improvement.			
		Conducting classroom action research for 7 professional improvement.			
		Keeping up with the times by learning from various sources. 1			
5.	Utilizing technology information and communication .	Utilize information and communication technology communication in communication.			
		Utilize information and communication technology 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

INTERVIEWS' SHEET	
1.	Are you an English teacher?
2.	How many classes do you teach English?
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

Observation is one of the data collection techniques in ¹research. In this observation, the ¹researcher observes the field conditions under study. Where this observation is ¹useful to assist researcher in ensuring the data that has been obtained. ¹Through observation, researcher can find out the true condition of the object and field under study without covering anything up. Saputri in Faisal in Sugiyono (2023:27) says there are 3 kinds of observation, namely ¹participatory

observation, frank or hidden observation, and unstructured observation. Based on this, the researcher used direct observation by providing an observation sheet and be gave to the teacher. Then, the researcher expressed her desire to conduct observations at the location of SMK Negeri 1 Gunungsitoli Alo'oa. The researcher met the Principal to ask for permission. After that met the English teachers at SMK Negeri 1 Gunungsitoli Alo'oa. After that, the researcher conveyed what would be researched at SMK Negeri 1 Gunungsitoli Alo'oa. Then, the researcher used the observation sheet when observing the English teachers by checking the criteria on the observation 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 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

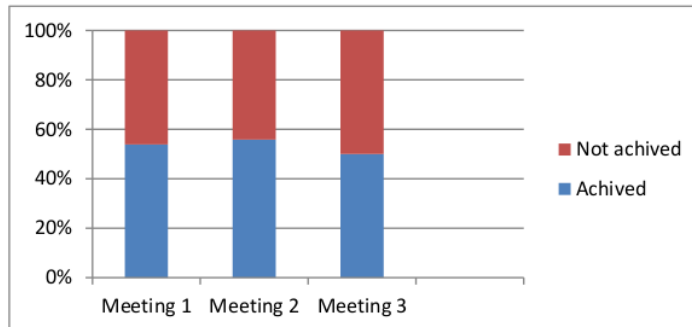
		Mastering the basics and rules of English as a reference for the use of English as a reference for the use of good and correct English		✓	Not yet able to use English rules properly and correctly. For example, not being able to use good grammar, still using internet access to find out about grammar.
		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 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
		Keeping up with the times by learning from various sources.		✓	No, because the only source used is Google
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.
		Utilize information and communication technology for self-development .		✓	Not yet. Because the teacher's activity after completing learning in the classroom is busy gibbah.

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, 30th 2024, February, 2th 2024, and February, 4th 2024 observation in class together with English teachers. After making observations, the researcher conducted interviews with the English teacher, in February, 17th 2024 to February, 20th 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 Technology

DL = Developing Learning Material

Communication

¹¹ 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 ² 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.

¹² 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.

4.1.3 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 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 Zendrato

R.L = Rosneli Laoli

J.Z = Julrat Nini Zendrato

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).³ 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 found¹ 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 title² The Impact of Teacher's Professional Competence On Student's Performances.² 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 ¹ **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 ¹ 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 ¹

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 ¹ 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, ¹ 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) ¹ 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 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

5.1 Conclusion

Professionalism competences ² 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 to students or attitudes towards colleagues, as well as other members of the ¹² community.

Based on the results of interviews 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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