

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to review of some theories relevant with the problem of research question. The researcher presents the review of some literatures to English as Foreign Language Teacher, Professionalism Teacher, and Previous Study.

A. English as Foreign Language Teacher

In the theory of related literature, it presents some theories that appropriate with the topic discussion such as English as foreign language teacher and professional development.

1. English as Foreign Language Teacher

Theory is very important to make both teaching and learning more effective. By having theory teachers can monitor and control their teaching. It is also help them to know how to teach and handle teaching in the classroom, what method will be used, how to conduct interaction with the students how to evaluate their teaching.

Most of the world's English teachers are not native speakers of English and it is not necessary to have a native like command of a language in order to teach it well. Teacher make important role especially professional English teacher in teaching EFL because everything that teacher do in term of teaching and learning process will give affect toward students. Professional teacher is also influence to make teaching EFL successful so that the students can be

motivated or unmotivated, interesting or uninteresting or even diligent or not diligent. Therefore, professional teachers take a crucial part in teaching and learning process.

In the other side, there are some teachers they still startup their career in the teaching, commonly it is called Novice teachers. They just begin in teaching that increasing their career through certification to become a professional teacher.

2. Skill and Competence of English Teacher

English is a foreign language in Indonesia. To teach it in a satisfactory manner good teacher of English is required. It must also be remembered that all good teachers can't teach English in good manner at all stage. Teaching is not easy job especially in teaching English, but it is necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult at times, but it is also worth remembering that the best teaching can also enjoyable for students.

There are some qualities for become a good teacher of English in every level of teaching, such as: He/she be lover in English, he/she must have sound knowledge of English language as well as literature, they must know different methods of teaching English, they have an ability and skill to teach methodically and systematically. The teacher also must be able to pronounce English responsible correctly, they have ability to speak English correctly, he/she must know the techniques of writing and also he must know an ability

to understand the students his students, he must have an ability to identify the mistakes of his students, the teacher also must have an ability of thinking power, and they must have the knowledge of different types of activities and how to organize all activities. (Patel, 2008:145-147).

3. Teacher in Teaching English

Harmer (2007: 23) states “when teacher walk into a lesson, students get an idea of who teachers are as a result of what teachers look like (how the teachers dress, how the teacher present his/herself) and the way the teacher behave and react to what going on”. Students are consciously or unconsciously take notes of whether teachers are always the same or not depend on what is happening at a particular point in the lesson. One of the things, perhaps, profession as teacher is different from other. Teacher becomes different people when they are in front of a class it is will be different when they are at home or a party. Based on Harmer’s theory about teacher in class, it is divide into some points, those are:

a. Personality

Actually, every teacher has unique personality that it makes him/her different from other. Personality of every teacher can give effect of teaching and learning process because from the personality the student can see how the teacher is. Harrmer (2007: 24), states that an effective teacher is a blend between who teachers really are, and who teachers are as teacher. In other words, teaching is much more than just ‘being his/herself’, ho ever much some student want to see the real person.

Teachers have to be able to present a professional face to the student which both interesting and effective. Teacher need ask to him/herself what kind of personality teacher want the student to encounter, and decision teacher take before and during lesson should help to demonstrate that personality. Teaching is not acting, after all-but teacher do need to think carefully about how teacher appear.

Therefore, as teacher cannot be flippant to present who the teachers are involved the way of the teacher's clothing and the teacher do, because it will be make affect in their selves

b. Adaptability

Although the teacher prepared well before teaching, sometime unexpected events occur in the teaching and learning. When unexpected events happen in lessons and part of a teacher's skill is decided what the response should be when they do. Good teachers are able to absorb the unexpected and to use it to their and the students' advantage. Or teacher have take a decision to continue what teacher are doing despite the interruption to the way teacher imagined things were going to proceed (Harmer, 2007: 24)

Good teachers have to know what will be done to make teaching and learning process run well although there is unexpected event happen. The teacher should prepare about other activity to continue teaching learning.

c. Teacher's Roles

The important thing in it that teacher role is substitute one of factor that can influence the process of teaching and learning effective or not. Related to the teacher role in teaching, it depends on what students are doing. The important point is that the teacher acts as controller, assessors, a resource and tutor. Harmer (2007: 25) explains as follows:

As a controller, standing at the front of the class, dictating everything and being the focus on the attention. Being controller may work for grammar or other but it is less active for activities where students are working together cooperatively on project. As assessors means telling students how well the students have done or giving grades. Teacher also has function as a resource for language tutor that is an advisor who response to what student is doing and advises the students on what to do next.

B. Methods in Language Teaching

The following is discussed about some methods which have been used in Teaching English as Foreign Language (TEFL), there are as follows:

1. The Grammar Translation Method

Richard and Rogers (2001: 5) state that “Grammar Translation is a way of studying of language that approaches the language first through detailed analysis of its grammar rules followed by application of this knowledge to the task of translating sentences and text into and out of the target language”. In additional Freeman (1986: 1) also explained that “The method used for the purpose of helping students read and appreciate foreign

language literature. It is also hoped that, through the study of the grammar, the students would become familiar with the grammar of native language, and help them to speak and write native language better”.

When the teacher teaches students with Grammar translation method the students will become familiar in reading habit, and also familiar to translating the English text. It is effective to students to memorize the vocabulary that they have from the text.

Proter and Celce-Murcia (1979: 3) cited in Browns (1994: 53) listed the major characteristics of Grammar Translation, as follows:

- a. Classes are though in the mother tongue, with little active use of the target language.
- b. Much vocabulary is taught in the form of lists of isolated words
- c. Long elaborate explanation of the intricacies of grammar are given.
- d. Grammar provides the rules for putting words together, instruction often focuses on the form and inflection of words.
- e. Reading of difficult classical texts is begun early.
- f. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- g. Little or no attention is given to pronunciation.

2. Direct Method

Sauveur (1826-1907) and other believers argue that “A foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and action.” In direct method, there is no translation activity is allowed. In speaking and teaching vocabulary, the teacher replaced the textbook by using role play, simulation, demonstration and some time with the picture.

According to Franke cited in Richard and Rogers (2001: 11) states that a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching teachers must encourage direct and spontaneous use of the foreign language in the classroom.

Richard and Rogers (1986: 9-10) in Brown summarize the principle of the direct method that is; a) classroom interaction as conducted exclusively in the target language, b) only everyday vocabulary and sentences were taught, c) oral communication skills were built up in carefully, graded progression organized around question and answer exchange between teacher and students in small, intensive class, d) Grammar was taught inductively, e) both speech and listening comprehension were taught.

3. The Audio-Lingual Method

Freeman (2000: 35) reveals in the Audio-Lingual Method, like the direct Method we have just examined, is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual

Method drills students in the use of grammatical sentence patterns. The characteristics of the ALM may be summed up in the following list (adapted from Prator and Celce-Murcia, 1979 in Brown (1994: 57) ;

- a. New material is presented in dialog form
- b. There is dependent in mimicry, memorization of set phrases, and overlearning.
- c. Structure patterns are taught using repetitive drills.
- d. There is little or no grammatical explanation.
- e. Vocabulary is strictly limited and learned in context.
- f. There is much use of tapes, language labs, and visual aids.
- g. Great importance is attached to pronunciation.
- h. Successful responses are immediately reinforced.

4. The Silent Way

This is the one of method in language teaching that the teacher should less silent to make their student more active in teaching learning process. Richard and Rogers (2001: 82) argue that Silent Way takes a structural approach to the organization of language to be taught. The sentence is basic unit of teaching, and the teacher focuses on propositional meaning, rather than communicative value. Students are presented with the structural patterns of the target language and learn the grammar rules of the language through largely inductive processes.

5. Suggestopedia

Richard and Rogers (2001: 100) say that suggestopedia have characteristics, such as the decoration, furniture, and arrangement of the classroom is most conspicuous. Other characteristics are in the classroom they use music and authoritative of the teacher in teaching learning. In additionnn, Freeman (2000: 78-81) states that the principles of Desuggestopedia as follows: The major Characteristics of the Desuggestopedia are learning is facilitated in a cheerful environment, students can learn from what is present, assuming one identity enhances students' security and allow them to be more open, song are useful in the class, the teacher should integrate indirect positive suggestion, the teacher should explain and present the grammar and vocabulary but not full of them, fine art provides positive suggestions for students, on one that meaning is made clear is through native language translation, communication take place on "two planes": on one the linguistic message is encoded; and the other are factors which influence in linguistic message, a calm state, dramatization is a particularly valuable way of playful activating the material, the teacher should help the students active the material to which they have been expose, music and movement reinforce the linguistic material, in an atmosphere of play, and errors are corrected gently, not in direct, confrontational manner.

6. Community Language Learning

In Community Language Learning, teacher have to consider their students as the "whole person". Whole person means that the teachers consider not only their student's intellect and feeling, but also have some

understanding of the relationship among student's physical reactions, instinctive reaction and desire to learn. (Freeman, 2000: 89).

7. Total Physical Response

Richard and Rogers (2001: 73) gave definition that Total Physical Response (TPR) is language teaching method built around the coordination of speech and action; it attempted to teach language through physical (motor) activity. As cited in Richard and Rogers book, James Asher, a professor of psychology at San Jose State University, California. In developing mental sensed he sees successful adult second language learning as a parallel process to child first language acquisition. Asher claims that speech directed to young children consist primarily of commands, which children respond to physically before they begin to produce verbal responses he also feels that adult should recapitulate the processes by which children acquire their native language.

8. Communicative Language Teacher (CTL)

According to Richard and Rogers (1986) reveals that the aims of CTL are a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching the four language skills that acknowledge the independence of language and communication.

David Nunan (1991: 279 cited in Brown 1994: 78) offers five features to characterize CTL:

- a. An emphasis on learning to communicate through interaction in the target language.

- b. The introduction of authentic texts into the learning situation. The provision of opportunities for learner to focus, not on language, but also on the learning process itself.
- c. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- d. An attempt to link classroom language learning with language activation outside the class.

C. Technique in Teaching

Adapted from Crookes and Chaudron (1991) as quoted by Brown (2001: 134-135), there are three broad categories of techniques in language teaching classroom are used: controlled, semi-controlled, and free. The purpose in referring to such taxonomy is that it can be a help for teachers as an aid to raising the teachers' awareness of the wide variety of available techniques, as well as indicator of how techniques differ according to a continuum ranging from controlled to the free. These are the discussion of each category of the techniques:

1. Controlled Technique

- a. Warm-up: Warm-up usually be given in the opening of the class to recall or built students' background knowledge even it does not necessarily involve use of the target language.. Warm-up consist of such enjoying activities such as mimes, dance, songs, jokes, and play. Those activities able to make students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson.

- b. **Setting:** focusing on lesson topic. Teacher gives direction and attention to the topic by verbal or nonverbal generation of the context relevant to the lesson by giving question or presenting some pictures, possibly by giving listening section through audio or video of situations and people.
- c. **Organizational:** some activities that including structuring of disciplinary action, organize the class furniture and setting, general procedures for class interaction and performance, structure and purpose of lesson, etc.
- d. **Content Explanation:** consisting the explanation of aspects of language such as grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other.
- e. **Role-play Demonstration:** demonstrating the illustration of the procedure(s) to be applied in the lesson segment including brief illustration of language or other content to be incorporated.
- f. **Dialogue/Narrative Presentation:**the presentation of passive reception through reading or listening passage. No implication of student production or other identification of specific target forms or functions. Teachers may ask students related questions with the material to measure their understanding.
- g. **Dialogue/Narrative Recitation:** it is reciting a previously known or prepared text, either in unison or individually.

- h. Reading Aloud: reading directly from a given text. During the reading process, teacher should give correction of students' pronunciation.
- i. Checking: teacher give guidance of students' work and providing feedback as an activity.
- j. Question-answer, Display: teachers display questions and asked students to respon that activity by answering the questions. Sometimes teacher has already know the answer or the respons of students. It distinguished from referential questions by the likelihood of the questioner's knowing the response and the speaker's aware of that fact.
- k. Drill: this activity has fixed patterns where teacher prompting and student responding. Usually teachers will give a word and reading a passage where the student must repeat after them. The activity such as repetition, substitution, and other mechanical alterations. Typically with little meaning attached.

- l. Translation: teacher gives passage in the foreign language and asked students to translate in into their mother language, and vice versa.
- m. Dictation: student writing down orally presented text. Sometimes the oral presented text was read by teacher or listened from audio / video.
- n. Copying: student writing down text presented visually as same as the original.

- o. Identification: student picking out and producing or identifying a specific target form, function, definition, or other lesson-related item.
- p. Recognition: student identifying such as checking off items, drawing symbols, rearranging pictures, and so on, but without a verbal response.
- q. Review: periodically, teacher lead to review formal summary and asked students to recall performance. This performance used as test to take students' score.
- r. Testing: formal testing procedures to evaluate student progress.
- s. Meaningful drill: it likes drilling in previous explanation but it is more deep and involved responses with meaningful choices, as in reference to different information. Distinguished from information exchange by the regulated sequence and general form of responses.

2. Semi-controlled Technique

- a. Brainstorming: this technique generally used in the opening of the lesson, or especially use of preparation for the lesson. The setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them, no explicit analysis or interpretation by the teacher.
- b. Story Telling (*especially when student-generated*): a lengthy presentation of story by teacher or student, sometimes it is applied in the material of narrative or recount text. Teacher asks students to

choose one story and tell it in front of the class. This technique may be used to maintain attention, motivate, or as lengthy practice.

- c. Question-Answer, Referential: involving prompting of responses activity of referential questions such as the response information.
- d. Cued Narrative/Dialogue: students do narrative or dialogue based on the cues from miming, cue cards, pictures, or other stimuli related to narrative/dialogue.
- e. Information Transfer: transferring information from one application such as visual to another such as writing. It involves some transformation of the information. For example is the activity where the students fill out the blank sentences by watching the movies.
- f. Information Exchange: task involving two-way communication as in information-gap exercises, when one or both parties (a larger group) must share information to achieve some goal.
- g. Wrap-up: teacher or students produced summary of point and/or items that have been practiced or learned briefly.
- h. Narration/exposition: presentating or explaining the story derived from prior stimuli (different from cued narrative because of lack of immediate stimulus).
- i. Preparation: student study, silent reading, pair planning and rehearsing, preparing for later activity. Usually a student-directed or -oriented project.

3. Free Technique

- a. Role-play: free acting out of specified roles and functions relatively. It is provided only minimally at the beginning, and not during the activity. Sometimes students are asked to make a group and do roleplay related to the topic that day or in the narrative text, they have to do roleplay of the story.
- b. Games: various kinds of language game activity not like other previously defined activities. The game can be board games such as snakes and ladders.
- c. Report: reporting students' preparation of exposition on books, experiences, project work, without immediate stimulus, and elaborated on according to student interests. Teacher also can combine this activity by doing observation and then report students' finding in front of class through presentation.
- d. Problem Solving: activity involving specified problem and limitations of means to resolve it. This technique can be applied by implementing cooperative learning where the students are divided into some small groups, then each group can discuss and present their problem solving.
- e. Drama: planned dramatic rendition of play, skit, story, etc.
- f. Simulation: activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences. It can be used also to do simulation for job interview.

- g. Interview: a student is directed to get information from another students through questions and answer activity. Sometimes the topic of doing interview was chosen by teacher.
- h. Discussion: chosing a topic related to the material to be discussed or debated. Students would be divided into some grouped discussion of specified topic, with or without specified sides/positions prearranged.
- i. Composition: it is the written development of ideas, story, or other exposition.
- j. A propos: conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life topics. Typically authentic and genuine

The technique which is used can be various depends on the method and material in that day.

D. Media in Teaching

Media is a tool that used to deliver message. Arsyad (2002:3) said that media use to deliever information from a source. In line with this statement, Association of Education and Communication Technology or known as AECT stated that all forms and channels used to deliver message and information is included as media. Media consisted of technology, symbols system, and processing capabilities (Kozma in Gareay (2007:5). It can be concluded that media is all the tools and technologies used to deliver message and information from sources.

In teaching, media is used to deliver the knowledge of material from the teacher to the students. Media in teaching and learning process has purpose to get the successful of achievement. Hamalikas in Arsyad (2002:15-16) implicitly stated that instructional media used to stimulate students' new interest, motivation, and even psychological effects, to help students in understanding the material, to present interesting reliable data, to interpret the data easily, and to generalize the message through teaching learning activities. It means that media should be presented interesting.

Instructional media can be operated digitally and traditionally. Both of digital and traditional instructional media is divided into three forms named audio, visual, and audio-visual. Those forms able to stimulate students and help teacher in explaining the material.

1. Audio

Audio media relates with listening activity. Audio media means the media that can enjoy through the sense of hearing (Soko, 2017:26). It is able to stimulate students' hearing. The audio media is mostly used for listening skill, but it also able to apply in others skills such as reading, writing, and speaking.

Listening and hearing is different thing. All the students may hear what their teacher's say but it is not guarantee that all of the students listen to the teacher. Someone has to get through some steps to understand what they listened. Those steps are hearing, listening, understanding, and memorizing

(Munaidi, 2010). It means that when the students only listen, they do not able to understand and memorize the listening contain.

Audio media can be find in audio recorder. Audio recording able to cover anything such as instruction, narration, and dialogue. Traditional audio media can be find in the form of audio cassettes. Audio cassettes only can be played in the tape recorder. When computer was found and everyone has a computer and handphone right now, the traditional media must be compared with digital media. Digital audio media has compact disk and audio file sometimes in the format of mp3 where both of them can be played in computer and saved in the flashdisk. The strength of digital audio media is can be brought easily inside the flashdisk and played everywhere as long as the computer is available.

2. Visual

Media in teaching that including as visual media has characteristic that it is able to be seen by using sense of sight (Soko, 2017:33). Munadi (2010) stated that visual media can be divided into two categories, they are verbal and non-verbal messages. Verbal messages is the compiling of meaningful words that present through writing. Verbal message can be found in the magazine and book. Meanwhile, non verbal messages is picture, drawing, charts, graphs, posters, cartoon, and others (Smaldino, et al., 1996 in Soko, 2017:33). Those non-verbal message can be found in the form of printed visuals, digital images, and lcd / overhead projector.

In teaching learning activity, media visual is used to deliver information by involving students' sense of sight. Visual media also able to make the abstract ideas be more concrete through the representative. Visual media that we can find and apply easily in the class is picture, word card / flash card, and chart. Picture can use in opening as brainstorming or drilling to build students' concentrate of the teaching activity. Words card and flash cards usually used for young learners with its colorful pictures and interesting forms. Chart is used in math or economic to show the certain matter in a simple way. However, all those types of visual media can be implemented in teaching learning activities accordance with the needs.

3. Audio-Visual

Audio visual media is the combination between audio and visual media. This combination produce the motion picture and sounds at the same time. This media are available for almost all educational topic and including all learning aspects (Smalindo, et.al., 1996 in Soko, 2017:40). They are available in the form of video (documentary, tutorial, and lectures), films (drama, fairytale, biography), and TV programs (news, series, and talkshow).

Video as media in teaching able to give benefit for students in reinforcing reading and learning material and also develop their basic knowledge. However, the video must be accordance with the teaching material, so teachers cannot choose it as what they want. Besides video, there is film that often to play in the classroom for material such as narrative and review. Film can be one of the most interesting audio visual media because it

plays the artworks. However, teacher must be selective in choosing film accordance with the students' needs and their age. The last is TV program where it can embrace all ages and backgrounds. Through TV show, students able to get new information and knowledge. Moreover, it is belief that TV program able to raise students' motivation where it is avail in the classroom (Soko, 2017:45).

E. Professionalism Teacher

The word "professional" means from an adjective meaning means of livelihood and as a noun which means a person who has expertise such as teacher, doctor, judge and so on. In other words professional work is a job that can only be done by those specially prepared for it and not the work done by them because they cannot get another job.

The word professional indicates that the teacher is a profession, which for the teacher, should run the profession well. Thus, he will be called a professional teacher. Here it seems that being a professional teacher is not an easy job. An educator is required to have competencies that can be used to carry out his duties (Naim, 2011: 59).

Professional teachers are required to have a code of ethics, which is a certain norm as a grip that is recognized and appreciated by the community. The code of ethics is the moral basis and guidance of behavior which is upheld by every member. Teachers have special autonomy, self-regulation, self-reliance in

performing their duties. Teachers make decisions and can account for their decisions.

Professionalism is not merely a matter of technology and management but rather an attitude, professional development more than a technician, not only have high skills but has a behavior that is in accordance with the required (Alam, 2009: 132).

With the starting point on this understanding, then the understanding of professional teachers is people who have special skills and expertise in the field of teacher training so that he is able to perform duties and functions as a teacher with maximum ability. Or in other words, professional teachers are well-educated and well-trained people, and have rich experience in their field.

What is meant by educated and trained here not only gets a formal education but also must master the various strategies or techniques in the learning activities (Usman, 2008: 15). Teachers are the most important factor in school education enrollment. Improving teacher quality not only improves his welfare, but his professionalism.

UU No. 14 Tahun 2005 pasal 1 ayat 1: Stating that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education formal education, basic education, and secondary education. As a professional teacher the teacher must have enough teacher potential. Teacher competence appears to be able to apply a number of concepts, work principles as teachers, able

to demonstrate a number of interesting and interactive, disciplined, honest, and consistent teaching strategies and approaches.

Teacher as the pioneer of successful teaching has to have good competence. Ideally, in teaching teachers have to good competence especially pedagogic and professional competence to support their teaching. In addition, the teachers have to have personal and social competence so that they can be a model and can build good relationship with their students and school society. Therefore, as the professional teachers have to good pedagogic, professional, personal and social competence in teaching.

1. Pedagogic Competence

According to Mulyasa (2002: 75), pedagogic competence is the ability to manage learning which involves the ability to understand the learner planning and implementing, evaluating and developing the learner

a. Ability in managing learning

Generally, in managing learning teacher have three managerial functions such as planning, implementing and evaluating. In planning teacher has to be able to take appropriate decision to manage learning source to make basic competence and achieve the purpose of learning. In the process of teaching and learning teacher has to be able to influence the learner such as giving motivation and illustration to the learner to make their personal competence and achieve the purpose of learning. Then, the purpose of evaluating is to guarantee the performance which is achiever based on the purpose that has been determined.

b. Understanding toward the learner

In this context, teacher at least has to understand about intelligence, creativity, abnormal physic and cognitive development. Teacher has to understand that every learner has different intelligence from one to another. Therefore, teacher has to know what they should do toward their learner who has low, standard or high intelligence. Besides that, generally teacher has to create good condition by giving belief, self direction, interesting activities such as quiz and give them opportunity to solve problem faced by them. For abnormal learners, teacher has to be patient in giving services in order to help them develop their personality. Furthermore, teacher has to understand about the intellectual development and determine cognitive activities to their learner so that it can help teacher to do tasks as the educator and determine the result of learning such as giving test.

c. Planning learning

It covers three activities that is identify need, competence and arranging program of learning. The purpose of identifying need is to motivate learner in order to make them feel that teaching and learning is part of their life. It can be done by support them to reveals their need in doing activity in the process of teaching and learning and recognize environment as the source of learning to fulfill their need in learning. Besides that, competence has to arranged as clear as possible toward material which must be learned, determine method and media and also guidance to evaluate. The important thing in arranging program of learning is lesson plan. It is a system consists of

some components that related each other to reach the purpose and make competence.

d. Learning implementation

Generally, learning implementation covers three things: pre-test, process and post-test. Pre-test, it has important function such as preparing the learning to follow process of teaching and learning, to know the students progress related to the process of learning which has been done, to know basic knowledge of learners and to find out where the process of learning should be started. In pre-test, usually teacher will make lesson plan to write what will do in the class.

In learning process, it can be said success if all of the learners or most of them can be active physically, mental or social, they are more interesting and have high confidence in learning and their competence and behavior better. To be success in teaching learning process, teacher must have a method to be implemented. Method is very important because it involves whole teacher and students activity in the classroom during teaching learning activity. It is the overall plan to present the language material and all the based upon the selected approach (Richards and Rodgersstated, 2001:19). Teacher can be said as professional and fulfill the pedagogic competence if the teacher able to prepare and apply appropriate method in the class to improve students in specific subject/skill.

In the end of learning, to know the result of learning it can be done by giving post test. This post test is used to know whether the method is worth

it for students to increase their ability or not. Another functions are: 1) to know the purpose and basic competence which is mastered by the learner, 2) to know who can continue or follow remedial in learning and 3) as guidance to revise the process or learning including in planning, implementing and evaluating.

e. Using technology in learning

Nowadays, using technology in educating and learning is to make teaching and learning process easy and effective. It means, teacher is demanded to have ability in using and preparing material through computer which can be accessed by the learner. In other words, teacher is demanded to have ability in organizing, analyzing and choosing appropriate information which related to achieve the purpose of learning by using computer. Teaching by using technology can support process of teaching and learning in order to make competence, display data, information and material of learning.

f. Evaluating the result of learning

Class evaluation can be done by giving daily test, general test and final test. Daily test can be done in the process of teaching and learning teacher to know the learners achievement in a certain competence or lesson. Minimal, it can be done three times in every semester. The purpose is to revise the program of learning but it is also possible as the consideration to give evaluation toward their learner. General test is done in the end of semester to improve the quality of education. Meanwhile, final test is done in the education program. It is used to determine the learner can graduate and continue their

study or not. Class evaluation is done by the teacher to know the progress and result of study of their learner, diagnose their difficulty, give feedback and revise the process of teaching and learning.

2. Professional Competence

Beside the way how to provide the material the subject also consider the kinds of learning material provided for the student. Determining the material according to the teacher is very important. The reason is that estimated by the subject. By determining the material appropriately it was believed that the student can achieve the level of competency as it was expected by the teacher. That's way the selected material according to the subject must be relevant and they must be interested for the student. Relevant in this case, the material should reverse to the based competence to be achieve by the student as it was stated by subject to as follows.

“I need some consideration in providing the material for the student. Meaning that providing the material, I need to consider what kinds of material will be usefull for the student. So, in this case the material must be relevant to the basic competence that will be achieve by my student during the process of teaching and learning.”

Alma (2009: 141) defines “professional competence is the ability in mastering material widely and deep with appropriate method and technique in teaching”. Mulyasa (2002: 135) explains that the scope of professional competence is understand and be able to apply the base of education, theory of

learning based on the grade of learner, method in learning, be able to develop and use the relevant equipment, media and source of learning, be able to organize and implement learning program and apply the evaluation.

a. Understanding the kinds of learning material

Teacher has to be able to determine the relevant material based on the need and ability of the learner. To choose and determine the standard material, teacher should consider the following criteria such as validity, benefit, relevance, interest, and satisfaction. To relate material with the purpose or competence that will be achieved, it can be done by classifying the material with cognitive domain (knowledge), affective (behavior) and psychomotor (skill). Then, in developing material need to consider the following variable: 1) type of learning, 2) choosing media and 3) the role of teacher in developing and delivering material.

b. Formatting the material of learning

To make teaching and learning effective and interesting, the material of learning has to be arranged as detail as possible and it can be done by using the procedures: 1) arrange the standard and basic competence which is classified based on lesson which will be developed, 2) develop standard and basic competence into indicators to develop standard material, 3) develop the scope and formation to each competence. Material is needed to achieve the

purpose of learning and it has to be arranged into theme and sub theme on the competence and purpose of learning.

c. Organizing the material of learning

The main task of teacher is deliver information to the learner. Besides that, she/he is as designer, implementer and evaluator the material of learning. In this context, teachers are demanded to have ability which is enable to organize and deliver material of learning in teaching and learning process. It can be done through elaboration theory which provides the material starting from general, important, simplest as core. In organizing material of learning need to consider the following point: 1) Material has to appropriate with the grade of learner, 2) Have meaning and advantages toward the learner in their daily life, 3) Make the learner being active to do activities and 4) Flexible based on learners need and environment.

d. Using source of learning

Teacher is demanded not only to use of learning in the school but demanded to learn from any sources such as magazine, newspaper or internet also. Generally, using sources of learning give many advantages: 1) To develop the knowledge towards learning process, 2) Give illustration and example related to learning and 3) Giving guidance and description about what has been taught with other knowledge.

e. Choosing and determining the material of learning

In choosing and determining material, teacher has to consider the following principle: 1) Orientation toward purpose and competence means in

developing material of learning must be directed to achieve purpose and make competence of learner, 2) Relevance means material has to be based on need, condition, grade of learner, science development and technology, 3) Efficiency and effective means material has to be arranged efficiency principles in order to achieve maximize result beside improve the successful of learner, 4) Essential means basic material given to make competence of learner so that other material can be easy to be understood, 5) Flexible means material can be changed, completed or decreased based on situation and ability, 6) Continuing means when teaching. The stable emotional is needed especially for teachers. If they are easy to be angry it will make their learners afraid with him/her so that the learners have less motivation or uninterested in following lesson.

3. Personal Competence

Another important practices and by the subject dealing with professionalism in the mastery of material was the way how to organize the material. After selecting appropriate material for student during teaching learning process, the subject consider how to organize the material in a good way. A principally the organization of the material are based on the student need. However, the subject also consider that the material should be based on the student level. That's way the process of selecting the material based on the level here was needed by the subject. After determining the material based on the level of student it was expected that later the learner can learn the material based on the level. That's way, consequently the student can understand the provided material.

The following is the statement, stated by the teacher dealing how to organized the material.

“For me, my self finding material is not difficult. Because I can get the material from some sources for example from internet. However, those material need to be arranged and selected in term based on the student level. How good the material is if it is beyond the student understanding it will be useless. So, the material selected must be suited with the level of my student.”

The subject statement above indicates that the teacher actually want to stimulated the student to learn better whenever the material are suited with the student level. Then the student can participate actively, because the student will not get some difficulties in learning material.

Personality is another important thing for the teacher because teacher is a role model for the students. Teacher with good personality able to improve the students' personal quality. Mulyasa (2002:117) said that someone with personal competence having mature, steady, consistent, and wise personality. It has role and function in preparing and developing students to involve in society and country with their good personality through teachers' personal competence.

Besides that, teacher has to be brave in having unique personality that is different with others. Unique personality is different with bad personality. Bad personality can make the students be lazy and unmotivated. Teacher also has to control their emotion during teaching learning process no matter what the

problems they have. Moreover, teachers' personal competence with warm personality able to make students be happy and comfortable in following teaching learning activities.

g. Social Competence

Mulyasa (2002: 173) explains that social competence means the ability of teacher as part of society to communicate effectively with the learners, the other teachers, parents and school environment. Teachers are demanded to have social competence not only is limited in the school but also outside the school. Social competence of the teacher has important role as human being who lives in the society and also need the ability to communicate with other. In addition, social competence of teacher is the ability to prepare the learners to be good member of society and be able to educate and guide the society to face the future lives and also give good model to society.

From the explanation above shows that pedagogic, professional, personal and social competence has strong relation each other. By having those competencies, the advantages are not only felt by the teacher but students also. For teacher, they are easier to plan, conduct and evaluate teaching and learning process based on the competence and objectives of learning. Beside that, they know what should be done to make teaching and learning successful such as understanding the types of material, organizing material, arranging material, using technology in learning, and choosing and determining appropriate material, meanwhile, for students they, will be easier to understand the material, more interesting in learning, motivated to do many activities, and they can also develop

their creativity. In addition, by having good personal and social competence, the teacher can be good model for the students to create good behavior for the students and by having good relationship in and outside the school will give influence toward the students in learning.

F. The Previous Studies

This part presents some previous study or research which related with the study that the researcher conducts. There are two previous studies that are used to ease this thesis writing. These two previous studies are conducted to observe English Teaching and Learning Process at Islamic Junior High School. Those two previous studies are conducted in 2008 and 2009 by State College for Islamic Studies (STAIN) Tulungagung. Thus, it will be known what sides that different between researchs that's researchers carefully with previous research. There are several results of research studies that researchers consider to have a relevance to this research, including:

1. A Descriptive Study on the English Teaching Learning Process at second Year Students of MTs Darul Huda, Wonodadi, Blitar.

This study was done by Nurul Fatik Asmaniyah in 2008. The objective of study was to investigate the teaching and learning process at second year students of MTs Darul Huda, Blitar. The finding in this study was about students achievement, material, media and method used in teaching English at MTs Darul Huda.

The finding of this study was written that material used in teaching English are English On Sky 2 and LKS Focus which is relevant with

curriculum KTSP. The media used in teaching English were black board, chalk, real object, pictures, word chart and tape recorder. Meanwhile, methods used in teaching were CTL, TPR and Communicative Approach and for the students achievement got good criterion with majority score 70-90.

2. A Study on the Teaching of English at MTs Negeri Aryojeding Tulungagung.

This study was done by Atik Hilmah u'aida in 2009. The objective of this study was to know how the English teacher at MTsN Aryojeding. The finding in this study was about teacher qualifications at MTsN Aryojeding, material, media and teaching techniques used by teacher at MTsN Aryojeding.

The result of this study was written that all of English teachers at MTsN Aryojeding had already met the formal qualifications to teach English, there are seven kinds of textbook, media used by the teachers which was provided at school such as tape recorder, TV, chalk board and media related by the teachers such as flash card, number card, real object and imitation object. In process of teaching and learning, some teachers used different techniques and made the class controlled but there is a teacher who is still unable to manage the class.