

# CHAPTER I

## INTRODUCTION

This chapter presents context of the study, formulation of research questions, research objectives, significance of the study, scope and limitation of the study, and definition of key term

### A. Context of the study

In the context of education, teachers play important roles to facilitate the students' learning. Teachers are the foundation of education. Ideally, teacher is the first one who transfers the knowledge to the students and directly interacts with students in realizing the policy designed by the government. Thus, being teacher needs special skill and knowledge. Teacher at different career phase has different professional needs, concerns, interests, aspirations, and expectations (Huberman, 1992). Teachers are called as professional if they have appropriate educational background fields, high self-initiation and willingness of working, a long time period experience in teaching and training, and skills and knowledge that they upgrade in continued ways.<sup>1</sup>

Teachers' professionalism refers to a profession which acquires both skills and knowledge modals reflected in educational field. Professional is defined as an occupation or activity performed by someone to earn income for living which

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<sup>1</sup> Huberman, M. (1992). *Teacher Development and Instructional Mastery*. In A. Hargreaves & M. G. Fullan (Eds.), *Understanding Teacher Development* (pp. 122–142). New York: Teachers College Press.

needs competences, skills, or qualification which meet certain standardized qualification and need education for professionalism. In Indonesian context, teachers' competencies in terms of set of knowledge, skills, and behaviors are explicitly stated in the Indonesian Law No. 14/2005 on Lecturers and Teachers. Teachers must be committed to their profession by consciously develop their competencies and professionalism. It is widely known that teachers at different phases of their careers have different professional needs, interests, aspirations, and expectations, (Huberman, 1992)<sup>2</sup>.

Becoming a teacher is not an easy thing, teachers are required to be able to educate the future successors of a country. Teachers must be able to educate, even protect their students. To be able to become someone who is called a teacher, someone must undergo a long period of education. In Indonesian context, a person must take at least four years of study at college to gain the title of teacher. Based on Minister of Education, Culture, Research and Technology Regulation Number 52 of 2022, a teacher should have a requirement to become a teacher is to have graduated with a Bachelor of Education (SPD) or they can study only D3 and completed Teacher Professional Education (PPG).based on that we can say that in indonesia someone can be called as a teacher if they have finished their college and have their bachelor's degree and it doesn't stop there, teachers still have to keep learning because the facts they learn from college and also the facts they experience from the field will sometimes be different.

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<sup>2</sup> Huberman, M. (1992). *Teacher Development and Instructional Mastery*. In A. Hargreaves & M. G. Fullan (Eds.), *Understanding Teacher Development* (pp. 122–142). New York: Teachers College Press

After going through a four years study period to become a teacher, someone still has to struggle to be called a competent teacher. At the latest, organizations need a versatile package of 21st century skills such as thinking skills, interpersonal relationships, the ability to apply the latest systems and technologies as well as personal qualities <sup>3</sup>(M. S. Rasul, M. Y. Ismail, N. Ismail, R. Rajuddin, and R. A. Rauf:2009). A competent teacher is a teacher who has the ability and authority to carry out his duties and obligations as an educator appropriately and effectively. A competent teacher has the ability to analyze surrounding conditions such as class atmosphere, student abilities and is also able to deliver material according to educational rules. According to Mulyasa, E. (2007) teacher competence is a combination of personal, scientific, technological, social and spiritual abilities which as a whole form the professional standards of a teacher.<sup>4</sup>

Competent teachers also have the attitude of a teacher, they have to be wise, not selective and very objective in making decisions. being a teacher is a very noble thing. because teachers are the ones responsible for educating the younger generation. Even though you have to go through a long struggle, teaching is still a profession that is very popular. As time goes by and there is a lot of interest among people who want to work as teachers, now many institutions are opening course services to achieve a certain profession in a short

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<sup>3</sup>M. S. Rasul, M. Y. Ismail, N. Ismail, R. Rajuddin, and R. A. Rauf, Aspek kemahiran 'employability' yang dikehendaki majikan industri pembuatan masa kini, Jurnal Pendidikan Malaysia, vol. 34 (2), pp. 67-79, 2009

<sup>4</sup>Mulyasa, E. "Standar Kompetensi dan Sertifikasi Guru", 2007

period of time. They promise to educate someone to be ready to work without having to take a long education at college.

Just like in an Kampung Inggris. Kampung Inggris is a village located in Pare District, Kediri Regency, East Java. There are lots of courses here that offer programs to become a competent English teacher in their field. One of them is Future English Education Center by taking this short course, someone is expected to be able to teach English, especially in the fields of speaking and grammar, with a maximum study period of one year.

This research focuses on analyzing a phenomenon that occurs in English villages where someone can be called a competent teacher without having experienced four years of education at college. This research will also discuss how Future English Education Center can facilitate someone to become a competent teacher and also what learning strategy that is used by Future English Education Center to create a competent English teacher.

## **B. The research questions**

Regarding to the context of the study above, the research questions are formulated as follows:

1. How do the tutors of the Future English Education Center (FEE Center) improve their pedagogical competence?
2. How do the tutors of the Future English Education Center ((FEE Center) improve their professional competence?

### **C. Research Objective**

Based on the formulation of the research questions above, the present study is directed:

1. to elaborate how the tutors of FEE Center improve their pedagogical competence.
2. to investigate how the tutors of FEE Center improve their provisional competence.

### **D. Significance of The Research**

As stated previously, the present study is intended to investigate how the tutors of the Future English Education Center (FEE Center) improve their pedagogical and professional competences. The findings of this research can contribute valuable insights for educators, school administrators and policymakers, teacher training institution, and for future researchers. For the educators, the findings can be used as a reference to identify the strengths and weaknesses to improve their instructional strategies, classroom management, and language proficiency, ultimately enhancing student learning outcomes.

Meanwhile for school administrators and policymakers, the findings of the study can inform about decisions on professional development programs, teacher evaluation systems, and recruitment standards to ensure that competent and qualified English teachers are placed in classrooms. On the other hand, for Teacher Training Institutions, the findings of the study can be used to refine pre-service and in-service training curricula to better align with the competencies

required in modern English language teaching. Finally for future researchers, the findings of the research may serve as a reference point for further studies on teacher competence, especially in the context of English language education, helping to build a broader understanding of best practices and effective teaching methodologies.

#### **E. Scope and Limitation of The Research**

This study aims to improve the pedagogical skills and professional competence of tutors at FEE Center Pare. The focus of this study is FEE Center tutors who are considered capable and have the competence as competent teachers. Data collection was conducted through interviews with tutors involved in the learning process.

This study only covers FEE Center from 140 registered course institutions in English Village Pare, where each institution offers different methods, facilities, curriculum, learning duration, and teaching modules, so the results cannot be generalized to all tutors who teach at English Village Pare. However, this study does not involve other tutors whose qualification are similar from other English Courses. Moreover, the study does not investigate other requirements of becoming professional teachers, they are personal and social competences.

#### **F. Definition of Key Terms**

To avoid misunderstanding of the terms used in this study, they need to be defined as follows:

1. **Competent teacher** is one who possesses the necessary subject matter expertise, pedagogical skills, and professional values to plan, deliver, and assess instruction in a way that promotes meaningful student learning and development.
2. **Pedagogical competence is tutors' ability to conduct teaching practice** showing the ability to use effective teaching methods, manage classrooms, and adapt instruction to meet diverse learners' needs.
3. **Professional competence is the tutors' integrated set of knowledge, skills, attitudes, and values that enable a teacher to effectively plan, implement, and assess instructional practices, manage classrooms, engage in reflective practice, and contribute to the school community in a professional and ethical manner**
4. **Future English Education Center (FEE Center)** is one of the English Language Education Institutions in Kampung Inggris Pare Kediri which offers a straightforward, easy-to-understand, and practical approach, especially in everyday conversation. FEE Center offers several programs that can be targeted for the development of teaching skills, English. Hundreds of alumni have graduated from the FEE Center English program for more than 20 years, with positive results.