

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents six topics related to this Study provide Background of The Study, Statement of Research Problems, Objectives of The Research, Significance of The Research, Scope and Limitation of The Research, Definition of The Key Terms and Organization of Research.

### **A. Background of the Research**

In Indonesia, English is taught from kindergarten until university level. It is learned to facilitate students in order to increase their skill and developing their knowledge about English. The role of teacher in teaching English is very important. According to the Law of Teacher and Lecture No.14/2005, it is stated that “Teacher is a professional educator who has major task to educate, teach, guide, direct, asses and evaluate the learner on education starting from pre-intermediate, intermediate and intermediate to advance through the formal education”. Therefore, being a teacher is not an easy job but it is a challenge for most teacher especially English Teachers. In line with the National Education Law Indonesian Republican No.14/2005 on Teachers and Lecturers described in chapter IV of the first part of article 8 and 9. Stated that “Teacher are required to have Academic Qualifications, Competence, Certification of Educators, physically and mentally healthy and have the ability to realize the goals of National Education. Then, stated

that “the accreditation of qualifications as referred to in article 8 shall be obtained through a Higher Education Degree Program or Diploma Program”. English teachers should have good competences and skills in which one of them is reflected to manage atmosphere in teaching and learning process. In other words, teachers have to make teaching and learning process effective, so that the national educational and institutions objective can be achieved.

Teacher as the pioneer of successful teaching has to have good competence to do the task of educational. Kunandar (2009) stated that having a good competence especially pedagogic and professional competence to support their teaching is quite needed. By having it, teachers are more confidence to handle teaching and learning process. Moreover, they can effectively facilitate students learning. The teachers should also have personal and social competence so that they can be a model for their students and can build good relationship with their students and school society. Therefore, according to the Regulation of National Education Minister No.16/2007 becoming professional teachers must to have good pedagogical, professional, personal, and social competence in teaching and learning. In developing teacher’s professionalism they should have talent, experience and skill of approaching the students to make the class enjoyable, relax and interesting to them, so that they will understand the lessons excitedly and interactively. Therefore, teachers not used to emphasize too much on the materials of the lessons, when teachers are

teaching their students, Otherwise they will be inhabitant by the lesson. From this statement, there are many roles and requirements needed by teacher.

According to the law of Indonesian Number 14, 2005 in National Department Education it is stated that Teachers professionalism is the process to give competence test planned to reveal the teacher competence mastery as a based to giving educator certificate. Teachers should have competence mastery to know criteria of the teachers. Teachers must have some criteria of qualifications, they are having S1/S2 certificate from English Department, having experience in teaching at least 10 years, following MGMP, seminar, classroom research, in service-course, and have been certified. Teacher Certification is a process of giving approve that someone is competence to teach, after he/she graduated from competence test that held by certification institution. It is widely known that being teacher, especially English teachers very important to fulfill the students need. In addition, English teachers have to be well prepared in everything related to their teaching such as planning, conducting teachers and evaluation teaching. On the other hand, the teachers should have good personality and build good relationship with their students to make the students comfortable with their teachers. Regarding to the need of good personality and good relationship, teachers should have talent, experience and make the class enjoyable, relaxing and interest to them. Teacher must have some efforts as possible to create an inviting atmosphere to teaching

practice. In this case, teachers' professionalism cover some ways to manage the classroom. So, practically teachers have concern with resolving possible problems doing the teaching process. Regarding to the significance roles of professional teachers, the study is directed to understand the teachers' professionalism reflected in English As a Foreign Language (EFL) Instruction at MTsN 1 Trenggalek.

The researcher chooses MTsN 1 TRENGGALEK as the setting of the study because this school has many achievement in academic and in non academic meanwhile this school was used to SSN (*Sekolah Standart Nasional*). It also a favorite school for most students in and around Trenggalek. In addition, achievements of English in MTsN 1 Trenggalek, some of them there are in the academic achievements are the 1<sup>st</sup> winner English Science Competition se-kabupaten, 1<sup>st</sup> winner English Speech Contest 2018, (English Olympiad Competition) UM 2011. The students in this school often follow English olympiad and others olympiad in and outside province. The fact above shows that MTsN 1 TRENGGALEK has a good quality in teaching and automatically the teachers in this school also have good quality in teaching especially in a way of teaching An English Foreign Language (EFL) Instruction. In this sense, the teachers at MTsN 1 TRENGGALEK can be considered as the Professional Teachers in which their Professionalism are reflected in some others Designing English Teaching in provide Teaching in the class, Creating Learning Environment and Evaluating Students' English Achievement.

Referring to the background of the study above, the writer is interested in conducting a research entitled “Teachers’ Professionalism Reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek”.

### **B. Research Problem**

Based on the background of the research above, The Research Questions are formulated as follows:

1. How Is The Teachers’ Professionalism Reflected In Teaching Practice?
2. How Is The Teachers’ Professionalism Reflected In Creating Learning Environment?
3. How Is The Teachers’ Professionalism Reflected In Evaluating Students English Achievement?

### **C. Objectives of the Research**

The Objective of this study :

1. To Investigate The Teachers’ Professionalism Reflected In English Teaching Practise
2. To Elaborate The Teachers’ Professionalism Reflected In Creating Learning Environment
3. To find out The Teachers’ Professionalism Reflected In Evaluating Students English Achievement

#### **D. Significance of the Study**

The findings of this study are expected to give contribution for the Novice Teachers, and for the future research.

1. For A Novice Teacher, the results of this study can be used as a reference to develop their professionalism for effective in teaching. Consequently, they can provide an inviting learning atmosphere for the students to develop their skills.
2. Other Researcher, Meanwhile, for the future researchers, the research of the study can be used as a reference to conduct a future study dealing with teachers' professionalism.
3. The Readers, To develop the potential (characteristics building) of learners in order to become human beings who believe in god to the one almighty god be noble, healthy, skilled, creative, independent, become democratic citizens and responsible in order to realize the intelligent of life of the nations.

#### **E. Scope and Limitation of the Study**

The research is conducted in MTsN 1 TRENGGALEK. It focused on investigating the selected teachers who are considered professional viewed from having qualification of SI/S2 certificate with teaching experience to teach and being certified.

## **F. Definition of Key Term**

The definitions of key term are as follows:

### 1. Teachers' Professionalism

According to the law of Teacher and Lecture no.14/2005, teacher is educator. Teachers' Professionalism is teacher who has competence which consist of four aspects there are pedagogic, professional, personal, social.

### 2. English Instruction

Instruction designed to support individual students learning in a classroom of students with varied background and needs. English instruction is set of teaching strategies to operate atmosphere of the class based on varied background and students needs.

### 3. English Teaching Design

English Teaching Design is activities to support students learn to design material for conduct in the classroom which interprete knowledge they learn then need feedback.

### 4. Learning Environment

Learning Environment is teacher ways to organize and facilitate learning especially in conducting classes in natural atmosphere which interact and treat one another as well. As stated by Smith, et al.(1998) define the learning environment as at least having five dimensions. They are: (a) physical environment, it involves achitecture, design, and arrangement considerations for the school and particularly the instructional space,(b) instructional arrangement, they deal with curriculum content and

characteristics , teaching method, and materials and media for instruction, (c) social situation, it covers teacher-students, students-students interactions, group dynamics, classroom, school, and community social aspect,(d) evaluation instruments and evaluation practice , they refer to placement,summative and formative devices and procedures used by school and (e) supportive services both in school (health, speech, counseling) and out of school (employment counseling, follow-up) facilities. In fact, understanding and optimizing the learning environment of EFL learners is important for its worth contribution for the learners' success in learning EFL.

##### 5. Students English Ability

English students ability is competencies possessed by someone who has certain abilities/special skill in English language. According to Morocco (Bouzidi, 2009) saying that speaking and listening skills are far more important than reading and writing skills. In this case, students English ability focus on speaking skill. Speaking is totally natural, speaking in a language other than our own is anything but simple (Nunan, 2003:48).



## **G. Organization of research**

This research paper is divided into six chapters as follows.

Chapter I provides Background of the Research, Objectives of the Research, Significance of the Research, Scope and Limitation of the Research, Definition of Key Terms and Organization of Research.

Chapter II contains related Theoretical Foundations. It contains of Teaching English as Foreign Language, Teacher in TEFL, Professional Teacher, Previous Studies.

Chapter III presents The Method used to collect data and to analyze the data about Teachers Professionalism. It covers Research Design, Data and Data Sources, Setting and Subject of The Research, Technique of Data Collection, Technique of Data Verification and Data Analysis.

Chapter IV consists of Data Presentation and Data Finding of The Research about The Teachers' Professionalism reflected in An English Foreign Language Instruction at MTsN 1 Trenggalek.

Chapter V presents the discussion of the findings using related theories to clarify the findings. The discussion about Teacher Professionalism Reflected in English Teaching Practice, Teachers Professionalism Reflected in Creating Learning Environment, Teachers Professionalism Reflected in English Students Achievement.

Chapter VI presents conclusion and suggestion concerning with the results of the research.