CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents related Theoretical Foundations. It contains of Teaching English As Foreign Language: Planning for Teaching, Approach and Method in Language Teaching, English Teaching Evaluation. Teacher in Teaching English As Foreign Language: Teacher in Class, The Relationship between Teacher and Student, Teacher Task, Teacher Skill, Teacher Knowledge. Preofessional Teacher: Pedagogic Competence, Professional Competence, Personal Competence, Social Competence and Previous Studies.

A. Teaching English as Foreign Language

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 (Canagarajah 1999).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 event 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.

1. Planning for Teaching

Planning is the crucial part of teaching and learning in order to make teaching and learning process run well. Teachers should prepare about what she/he want to do in the classroom. Moreover, kindvatter (1996: 143) states that "plans are designed for guiding students involvment in learning activities:. In addition, Richards & Renandya (2002:31) explains as follows:

> Lesson plans are systematic record of teachers throught about what will be covered during a lesson. Planning is often viewed as a key aspect of succesfull teaching. During the planning phrase, the teacher makes decisions about goals,activities,resources,timing, grouping,and other aspect of the lessons. Many teachers teach successfull based on mental plans or on brief lesson notes. What is important is not the extent and detail of teachers plans but the extent, to which the teacher has developed ideas for turning a potential lesson (such as text book lesson) into the basis for an engaging and effective lesson. Furthermore, there are internal and external reasons for plannning lessons. Teachers plans for internal reason in order to feel confidents, to learn the subject matter better, to enable lesson to run more smoothly and to antisipate the problem before they happen. Teachers plans for external reasons in

order to satisfy the expectation of prinsiple and to guide subtitude teacher in case the class need one. Lesson planning is needed to be control before lessons begins.

a. Model and types of lesson planning

Richards & Renandya (2002:31) says that" the dominant model of planning is Tyler's rational-linier framework. Tyler's model has four that run sequentially: (1) specify the objective, (2) select learning activities, (3) organise learning activities, (4) specify method of evaluation". Then the types of lesson plan Kindvatter (1996:151) separated them into three categories as follows:

1) Long-range plan are generally developed for a semester, a year, or perhaps longer. They are called by various names such as course of study syllabus or curriculum guide, 2) unit plan are intermediate stage of planning, 3) daily plan is schedule of teachers approach and students learning activities described in some detail.

b. Developing the plan

An effective lesson plans starts with appropriately and clearly objectives. An, objective is a description of learning outcome. It help teacher about what wear to the students learn, help guide the selection of appropriate activities,help provide overall lesson focus and direction and help teacher evaluate what the students have learned in the end of lesson. After writing objective, teacher must decide activities and procedures they will use to guaranted the successful attainment of these objectives. According Shrum and Glisan's adaptations of Hunter and Rusel in(Richards & Renandya (2002:33))

says that " these are five phrase of genetic componentof a lesson plan.: (1) perspective (2) stimulation (3) participation (4) closure (5) follow-up.

c. Implementing plan

Implementing the lesson is the most important and difficult phase of the daily planning cucle. Richard & Renandya (2002:34-35) explain as follow:

> In implementing lesson plan, there are two broad reasons for teacher deviate from the original lesson plan: first, when the lesson is obviously going badly and the plan is not helping to produce the desired outcome;second,when something happen during an early part of the lesson that necessitates improvisation. In implementing lesson plan,variety in lesson delivery and choise of activities will keep the class lively and interested.

d. Evaluating the plane

The final part of daily lesson planning happen after the lesson has ended. According to Brown in Richard & Renandya (2002:35) " without an evaluative component in the lesson, teacher has no way of assessing the success of the students or what adjustment to make the next lesson". In line with this, Kindvatter (1996:172) says " evaluation is the process of forming judgement about students progress. Evaluation involves making judgment in the form of reflective decision about instruction". Planning for evaluation is primarily conducted at the unit-plan and daily-lesson as stated by Kindvatter(1997:172).

2. **Approach and Methods in Language Teaching**

  a. **Approach in Language Teaching**

  Setiyadi (2006:8) explains that "Approach and method are the terms which are often offerlapped in language teaching. An approach is a set of correlative assumptions dealing with the nature and the nature of the language learning and language teaching". Kinds of approaches in English language teaching are:

  1). **Contextual teaching and learning (CTL)**

  Contextual teaching and learning is the approach which helps teacher relate between material taught with the real situation in the world. This approach helps students to make relationship between the knowledge they have with the application in the real situation, whether in the family or the society.

  2). **Communicative approach**

  This approach is demanded in order to: (1) students are given the freedom to talk without burden (2) students are able to communicate their idea to other people (3) students study more about the use of language rather than the theory of language (theory, grammar, structure,etc) (4) teachers are forbidden to blame the students' mistake when they speak (Kusuma, 2003), as cited on EAGLE'S curriculum 2011.

3). Behaviorism

This theory emphasizes on the result rather than the process of the study. In other word, this theory emphasizes on observable thing and concrete. Based on this theory, steps in planning teaching are: (1) determining the purpose of learning, (2) determine the material, (3) divide the material into sub point/topic, (4) giving stimulus such as oral/written test, quiz or tasks, (5) giving reinforcements, (6) evaluate the result of study.

4). Cognitivism

This approach demands the students to be active in teaching and learning process. Process can be done by using assimilation and accommodation process.in other word, new material can be integrated with old material or knowledge which is had before. Meanwhile accomodation means change or makes knowledge and experience can happen simultaneously. The evaluation based on process and result of study.

5). Constructivism

Constructivism approach view that learning emphasizes on: (1) the process of learning, (2) activity in learning emphasized on ability to have critical thinking, (3)

active in delivering idea/opinion during the process teaching and learning (Komsiyah, 2012:35-44)

Talking about approach and method, Setiyadi (2006:12) reveals as follows:

Approach was a set of assumptions dealing with the nature of language and the nature of language learning and teaching. Approach is the level of theories and method is the plan of language teaching that is consistent with theories. Method should come before approach because is the plan of language teaching should be developed from theories on the nature of language and language learning.

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

Freeman (1986:1) explains that "This method used for the purpose of helping students read and appreciate foreign language literature. It is also hoped that, through the study of the grammer of the target language, students would become more familiar with the grammer of native language and help them to speak and write native language better". In addition,

Setiyadi (2006:43) states that the major and principles of GTM as follows:

> The major characteristics of the GTM is a focus on learning on the rules of grammer and their application in translation. The main principles of the method are: the grammar taught is formal grammer, vocabulary in the target language is learned through direct translation from native language, the teaching begin with rules, isolated vocabulary items and translation and grammar rules are also memorized as units and ilustrative sentence are often provoded.

2) Direct Method

"The direct method has one very basic rule: No translation is allowed. The direct method receives its name from the fact that meaning is to be connected directly with the target language without going trough the process of translating into the students' native language" (Freeman: 1986:18). Setiyadi (2006:48-50) states that the basic assumptions about language learning of Direct Method are:

> (1)Meanings are made clear presenting physical objects, such as pictures, gestures and pantimomes, (2) self-correction is more emphasized than teacher correction, (3) teaching another language means taking role as a partner of the communications, (4) students should be actively involved in using the target language in realistic everyday situation and the Direct Method also sees that the four skills: speaking, listening, reading, and writing reinforce another but oral communication is seen basic.

3) The Audio-Lingual Method

Setiyadi, (2006:54) reveals "In the Audio Lingual Method language learners are equipped with the knowledge and

skill required from effective communication in foreign language". The principles of The Audio Lingual-Method are:

> (a)The language learner's major roles are that of a model of the target language, (b) The purpose of language learning is to learn how to use the language to communicate, (c) students should learn to respond to both verbal and nonverbal stimuli, (d) the teacher should be like an orchestra leader-conducting, guiding, controling students' behavior in the target language (Freeman, 1986:40-41)

4)   The Silent Way

In this method the role of teacher is less silent to make their students more active in producing language as much as possible. Setiyadi (2006:76) says as follows:

> The time of learning teaching interaction should be given to language learners, not to the teachers. The teacher function as a guide, an organizer, a resorce, and evaluator the final objective of the method is to make language learners able to use the target language as means of communication in oral and written forms.

5)   Suggestopedia

Freeman (1986:72) explains that "the application of the study of suggestion to pedagogy has been developed to help students to have successful feeling and assist them overcome the barriers to learning".

> In Suggestopedia, translation into mother tongue is not avoided as long as it makes clear. Language learners are expected to learn a vocabulary list consisting of new words in the target language and memorization of words seems to be an important goal of the method. The intoduction process in

teaching a foreign language the teachers attempts to suggest psychological barriers the learners bring in their mind by providing a relaxed and comfortable learning environment (Setiyadi, 2006:116).

6)   Community Language Learning

Community language learning teachers have to consider their students as the "whole person means that teachers consider not only their students' feeling and intellect, but have some understanding of the relationship among students' physical reactions, students protective reactions and their desire to learn also (Freeman, 1986:89). Beside that, Setiyadi (2006:95) declare as follows:

> The concept of "Community" has been used in this method is applied specifically to groups with tas of learning a second language. Language learner and their teacher build an intense atmosphere of warmth. The language learners never feel isolated and alone because everybody belongs to the groups and everybody sits in a "community" and sense positive regard. The method emphasized on "community" learning.

7)   Total Physical Response

Based on Setiyadi (2006:127), teacher can begin the class by giving modeling and students observe and act as their students do so that the students can guess meaning by observing and acting from the tecaher' instruction. Having fun makes language learners interested in learning the foreign language. Learning foreign language will be more effective if language learning have fun in the TPR fun is provided by through

physical activities. Physical activities are meant to reduce stress people feel when studying foreign language .

This principles of language teaching in TPR Freeman (1986:114) mentions as follows:

> (1)Meaning in the target language can often be conveyed through actions, (2) Students can initially learn one part of the language rapidly by moving their bodies, (3) Students can learn through observing actions as well as by performing the actions themselves, (4) Students will begin to speak when they are ready.

8) Communicative Language Teaching (CLT)

According to Richard and Rodgers (1986) in Setiyadi (2006:141), reveals that "the aims of CLT 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.In addition, in CLT teaching language there are some principles that can be used as stated by Freeman(1986: 128-129) as follows:

> The principles of CLT in language teaching are: (1) Whenever possible, authentic language-language as it is used in a real context-should be introduced, (2) Games are important because students have certain features in common with real communicative events, (3) Students should be given an opportunity to express their ideas and opinions, (4) Errors are tolerated and seen as a natural outcome of the development of communication skills.

3. English Teaching Evaluation

An evaluation is done to know how far students' progress and understanding toward the implementation of learning activity. The evaluation commonly called the assessment. In teaching and learning process commonly there are two kind of evaluation that is formal and informal evaluation. Formal evaluation can be called as traditional or summative evaluation meanwhile, informal evaluation called as authentic or formative evaluation. Dealing with evaluation brown (2001:402) states as follows:

> Informal evaluation is involved in all incidental, unplanned evaluative coaching and feedback on tasks designed on elicit performance, but not for the purpose of recording result and making fixed judgments about a students competence. Informal evaluation: evaluating students in the process of the "forming" their competencies and skill in order to help them continue that growth process. It gives learners information about how they are progressing towards goals and what the next steps in the learning process might be. One the other hand, informal evaluations are exercises or experiences spesifically designed to tap into a storehouse of skills and knowledge within short time limit. They are systematic, planned sampling technique constructed to give teacher and student appraisal of student achievement. They occur at the end of lesson, unit, or course and therefore attempt to measure/summarize what a student has grasped. They are focus on product of learning: objectively observable performance that maybe evaluated somewhat independent of the process that a student has transferred to reach the end product.

a. Traditional/Formal Evaluation

In designing formal evaluation should consider: a) strategies for test-takers. It useful strategies for taking the test. With some preparation in test taking strategies, learners can allay some of their fears and put their best foot forward during a test, b) face falidity means in the students' perception, the tesst is valid. Teacher can help to foster it with a test that is clearly doable within the alloted time limit, items are clear and uncomplicated, directions are clear, tasks that are familiar and relate to their course work and a

difficulty level that is appropriate to them, c) authenticity means the tasks themselves need to be tasks in a form that students have practicedand feel comfortable with, d) washback, to enchance washback is to provide a generous number of specific comments on test performance. The prompt return of written test with feedback is therefore very important of intrinsically motivating experience through which a students will feel a sense of accomplishment and challenge.

Furthermore, evaluation in teaching in learning process covers listening, speaking, reading, writing. According to Hudges (1989:134), in evaluating listening involves macro-skill and micro-skills. The macro –skills include listening for specific information, obtaining gist of what is being said, following directions and following instruction.the micro-skills include interpretation of intonation patterns and recognition of function of structure. The techniques are possibly used in testing listeningis multiple choise, short answer, information transfer, note taking, partial dictation, recordings and live presentation. For speaking, the material tasted include dialog and multi-participant interactions including operations in language functions such as expressing, narrating, eliciting, directing, reporting. The techniques are interview, questions and request for information, interaction with peers, role play, respond to tape recording and imitation. In evaluating reading involves the macro and micro skills. The macro-skills are scanning text to locate specific information, skimming text to obtain general idea and identifying argument. The micro-skills are identifying referents of pronouns, using context to guess meaning of unfamiliar word, and understanding relation between parts of text. The techniques are multiple choices, true/false, completion, short answer, guided short story, summary cloze, information transfer, identifying order of events, referents, arguments or topic and guessing the meaning. For writing, there are three things that sould be considered: a) set writing tasks that are properly representative such as asking students to describe, to explain and to argue, b) the tasks should elicit samples of writing which truly represent the students' the students' ability, c) the samples of writing can and will be scored reliably means the task-takers should not give too many choices of writing tasks and they should perform the same tasks to make scoring easier.

b. Authentic/Informal Evaluation

There are several authentic evaluations that can be applied in teaching and learning process: a) Self and peer-evaluation, a conversational view of language pedagogy might consider self-and peer-evaluation to be an absurd reversal of the teaching-learning progress. Sucessful learners extend the learning process well

beyond the classroom and the presence of a teacher or tutor, autonomously mastering the art of self-evaluation. The advantages of self- and peer-evaluation : speed, direct involvement of students, the encouragement of autonomy, and increased motivation because of self-involvement in the process of learning. It can be applied to evaluate oral production, listening, writing and reading skills, b) Conferences, conferencing has become a standart part of the process approach to teaching writing such as conversation about a draft. The advantage is one-on-one interaction between teacher and student such that the specific needs of a student can receive direct feedback. Trough it, a teacher can assume the role of a facilitator and guide, it is also intrinsic motivation, students can feel that the teacher is an ally who is encouraging self-reflection and point students toward further development, c) Portfolio, it is purposeful collection of students' work that demonstrates to students and their efforts, progress, and achievements in given areas. It is include essay, poetry, bookreports and others, d) Cooperative test construction, one of the most productive of the various alternative evaluation procedures sees students directly involved in the construction of test. Cooperatively produced task could engender a good deal of intrinsic involvement in the process of reviewing and selecting items for the final forms of the tasks. It means teacher discuss with their students before giving tasks to them so that they will be more interactive intensively, energetic, and responsible toward their task (Brown,2001:415-419)

B. Teacher in Teaching English As a Foreign Language (TEFL)

1. Teacher in class

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 teacher 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 others. 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 divided into some points, those are:

1) 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 students can see how the teacher is. Harmer (2007: 24), states as follows:

> Effective teacher is a blend between who teachers really are, and who teachers are as teachers. In other words, teaching is much more than just 'being his/herself', however much some students 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 decisions 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 teacher are involved the way of the teacher's clothing and the teacher do, because it will be make effect in their selves.

2) 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 teacher are able to absorb the unexpected and to use it to their and the

students' advantage. Or teacher have took 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

3) Teacher 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 information and when students need consult to the teacher, at times, as a language tutor that is an advisor who response to what student is doing and advises the students on what to do next.

2. The relationship between teachers and students

One of the aspect to reach good teaching and learning is how the teacher gives intrinsic support such as motivation to the student. Motivation is given to make the relationship between teacher and students closer. Good relatinship can occur as the result of teacher and students interaction in the class and the way of teacher listen to and

tried the students in the class. In making good relationship, teacher needs to consider the following points.

a. Recognizing Students

One of the difficult things being a teacher is that recognize all the name of the students. Sometimes, students want teacher recognizes them rather than just call them when teacher asks the students to do something. It is quite hard for teachers to do that become every time and week the teacher at different class and authmatically meets different students. Teachers have some ways to recognize the students' names by giving note on attendance list or because they are active and smart and other.

> Teachers have developed a number of strategies to help them remember students' name. One method is to ask the tudents (at least in the first week or two) to put name cards on the desk in front of them or stick name badges on to the students' sweeter or jacket, draw up a seating plan ask students always to sit in the same place until the teacher have learn the students' name. Another strategy used by the teacher takes a note in students' attendance list to make the teacher easily remember the students' name and part of teachers' skill is persuade students that we recognize them, who and what they are (Harmer, 2007:26)

All in all, although, remembering all the students' name is very difficult but in this case teacher can use some strategy to be applied in order to make students believe that their teacher knows them well and it is part of making good relationship.

b. Listening to Students

Every student will always respect to the teacher if the teacher wants to listen to them. It means that the students like teacher who listen them also. Harmer (2007:26) reveals as follows:

> Teachers need to make him/her as available as teacher can to listen to individual students. But teacher need to listen properly to students in lessons too. Teacher need to show that they are interested in what they have to say although no one can force teacher to interested in absolutely everything and anyone. In other words, it is a part of a teacher's professional personality that teacher should be able to convince students that teachers are listening to what the students say with every sign of attention. Teacher also needs to listen to the students' comments on how students are getting on, and which activities and techniques they respond well or badly to.

The crucial point in it that to maintain the rapport teacher have to be able to get in touch with students although it needs work hard because teacher is aware or not that as teacher, they have to interested in listening students' topic.

c. Respecting Students

Another thing to maintain rapport is respecting to the students. The basic thing of respecting students is everything that teacher do in the classroom such as giving comment, correcting students' mistake or asking students to do something is the way of the teacher to respect them.

> Respect is vital, too, when teacher deals with any kind of problem behavior, teacher could respect to indiscipline or awkwardness by being biting in his/her critisim of the students who has done something teacher do not approve of. Teacher who respects students do their best to see them in positive light. Teachers are not negative about their learner or in the way teachers deal with them

in class. Teachers do not react with anger or ridicule when the students do unplanned things, but instead use a respectful professionalism to solve the problem (Harmer, 2007:27)

In summary, whichever the method or correction that is used by the teacher, the teacher need to know that their teacher treats them by giving respect not using sarcasm or being anger at their behavior.

d. Being Even-handed

Sometimes some of the teacher like certain or same of the students than others and it is quite happen. Teachers like them maybe because some reasons, his/her students smart, cheerful, be able to cooperative when the teacher ask them to do something even they never complain when the teacher ask to do something. Because of that reasons, some teacher or a certain teacher can enthusiastic or not to thier students. Furthermore, Harmer (2007:27), states that:

> Students will generally respect teacher who show impartially and who do their best to reach all the students in a group rather than just concentrating on the one who 'always put their hands up'. In addition, 'good teacher should try to draw out the quiet ones and control the more talkative ones'. Giving some students more attention there others may make those students more difficul to deal with later since the students will come to expect special treatment, and may take teacher interest as a licence to become over dominant in the classroom. Treating all students equally not only helps to establish and maintain rapport, but is also a mark of professionalism.

The important thing here is teacher has to treat their students equally because if student cannot be even-handed to all students it will make some students take a dominant position in the class.

3. Teacher tasks

Teaching not only builds a relationship between teacher and students but it also covers the tasks of the teacher. The teacher has to show his/her professionalism through the teaching and learning process.

a. Preparation

Before conducting teaching and learning process, teachers have to do preparation to make their teaching run well and sucessful. Besides that, it can make them arrange the activities the exactly appropriate with the lesson that will be taught.

> Effective teacher are well-prepared. Part of this preparation resides in the knowledge teacher have of their subject and the skill of teaching. Another feature of being well-prepared is having thought in advance of what teachers are going to do in their lessons. Teachers need to have some idea of what the students are going to achieve in the lesson, should have some learning outcomes in his/her head. What happen in a lesson does not always conform to his/her plans. The degree to which teahers plan differs from teacher to teacher, it will often depend, among other things, on whether they have taught this lesson (Harmer, 2007:28)

In teaching and learning process, preparation is the key of successful teaching. Teachers have to have idea about what will they do to make their students can achieve the standar of teaching. Teacher also has to be able to make reflection or evaluation toward their teaching to know how far his/her sucessful in teaching.

b. Keeping Records

Keeping records is way of teacher to know the students' progress in learning activities. Besides that, keeping records is important for

the teachers to know their teaching successful or not. Harmer (2007:28) defines as follows:

> There is one particular good reason for keeping a record of what teacher have done in order to decide what to do next. If teacher keep a record of how well things have done they will begin to come to conclusion about what works and what does not work. It is important for professional techers to try to evaluate how successful activities have been in terms of students engagement and learning outcomes. It is one of the characteristers of good teachers that she/he is constantly changing and developing their teaching practice as a result of reflecting on his/her experiences.

c. Being Reliable

Reliable means constant and dependable. Teacher must be reliable in everything for example, giving suggestion or motivation in teaching and learning process. Being reliable is very difficult if teacher knows that one of the students coming late into the class or do not do homework. Harmer (2007:28) explains that "professional teachers are reliable about things like time keeping and home work". In addition, keeping constant in teaching is important also in order to build a good habit.

4. Teacher skills

In teaching and learning process get in touch with students are very necessary because interaction is one of factor in sucessful teaching. Besides that, teacher skill is also influential in teaching such as managing classes and variety.

a. Managing Classes

Managing classroom is one of the important thing dealing with teacher skill. by using it, whatever the activities teachers can ask their students to be involved in. Gebhard (1996:69) declares that:

> Classroom management refers to the way teachers organize what goes on in the classroom. The teacher has the authority to influence the kind of interaction that goes on in the class and this creation is created from a combination of many related factors such as how much the teacher talks and what the teacher says; the teacher's questioning behaviors; and how the teacher give instructions, keep students on task; and makes language comprehensible to the students. The goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways.

Moreover, "successsful class management also involves being able to prevent disruptive behavior and reacting to it effectively when it occurs" (Harmer,2007:29).

b. Variety

Giving different activities and topics in teaching is so important such as set an activity which is taken by groups, pairs or individual. In other words, will not be bored in following teaching and learning process.

> Good teachers vary activities and topics over period of time. But, teacher use the same activity types for some reason (because the curriculum expects this or because it is features of the materials teachers are using), it is very important to try to ensure that learner roles are not always the same. Then, variety works within lessons, too. Teacher might make a different kind of activity. A lot depends on exactly what teachers are asking students to do (Harmer, 2007:29).

In addition, give variety of topic also has marry advantages for the students. Scoot & Ytreberg (1990:84) explain that:

> By using topic-based work in teaching is a useful, helpful, practical and exiting way to teach either all of the time or some of the time because of some reason. First, content of lesson become more important than the language itself. It means that it is easier to relate the lesson to the experiences and interest' of pupils and second, working on topics can help the learning process so that children can associate words, structure, function and situations with a particular topic.

Besides that, teacher can use media to keep students' interet and make the students understand more about what they learn. Media is the forms of communicating which can be in the form of mold or audiovisual. Media should can be manipulated, seen, heard and read. Therefore, "media is everything that can be used to send message from sender to receiver so that can excite thought, feeling, attention, interest and students' interest so that the process of studying happen" (Rahardjito, 2008:7). In line with this, Aryad (1977:4) states "media is component of learning source that involve instructional material in the students environment which can stimulate students in learning". According to Munadi (2008:55-57), teaching media can be divided into four kinds. The kinds of media as follows:

1) Visual media

   Audio media can be called as printed media. It can be seen by many people. The visual form can be newspapers, magazines, commic books and pictures.

2) Audio visual

Audio media is called as listening media because it can be heard. The audio media form can be radio, tape and recorder.

3) Audio-visual media

Audio-visual media is the combination of media audio and visual so that it can be seen and heard. In other words, people can see the real picture and also the voice of it. The example of audio-visual media is television, computer and movie.

4) Multimedia

Multimedia is media that involve the various kind of sense in one teaching and learning process. Media here means everything that can give experiences directly. It can be form internet and computer, and it can be also from real environment, game and simulation and theater forum.

5. Teacher knowledge

As English teacher, something that must be understood in teaching is about knowledge. In this case, teacher should know much about the subject that tey are teaching (English). Beside that, teachers have to know the equipments are available to use and how to work on it. Teachers need to know what materials are available for teacher and students. Teachers should also know about new developments method or techniques in teaching by attending seminars or reading materials

from website or internet. Related teacher knowledge, it covers four important point. Those are as follows:

a. The Language Systems

Teachers have to know a lot about the subject they are teaching (the English Teaching). Teachers have to know how to answer the students' questions clearly, appropriate and understandable.

> English teachers have to know how the language works. In other words, teacher has to know how words change in first pattern into the second pattern based on grammatical function and how certain group of words called phrase. Students will have right expectation toward teachers who can explain straightforward grammar concept, knows well about everything that students wants to know such as how to use language in formal situation and informal situation, demostrate and help them to pronounce words correctly and with appropriate intonation. Besides that, sometimes the students' question is not relevant teachers need to be able to say things like "That is a very interesting question. I think the answer is X, but i will check to make sure and i will bring you more complete answer tomorrow" or that is very interesting questions and we will discuss it tomorrow". Students will realize that the answers are perfectly appropriate when the teaher does not indeed return for the next lesson with the information that the teacher have promised. This will demonstrate the teacher's knowledge of the language and reference materials. But if, on the other hand teacher forgot to find the information and never mention the question again, students will gradually start to think teacher just do not know enough about the language to find what the teachers are looking for or that teachers just do not care (Harmer, 2007:29)

Teacher has to know a lot about what they are teaching in order to make them easily in giving explanation to their students. On the other hand, it will make their students have high expectation toward him/her in teaching. When the students have complex question, teacher should give the appropriate answer or respond to minimize the bad

expectation such as giving promise to them that in next day she/he will answer their question.

b. Materials and Resources

In the process of teaching and learning, one thing that should be considered important is materials and resources, in globalization era right now, teacher's knowledge especially in delivering materials or searching appropriate information that related to lesson is crucial because if the students ask questions teachers automatically know where to find the answer. The teacher also should know that the material and resources are not from course book but from internet also, Harmer (2007:31) states that:

> When the students ask the kind of complicated questions, good teachers know where to find the answer. Teacher need to know about books and website where such technical information is available. If teachers are using course book, students expect them to know how the materials work. The students confidence will be greatly enchanced if they can see that the teacher has looked at the material they are using before the lesson, and worked out a way of dealing with it.

The important thing is no one expect teacher as a perfect human being. Teacher also still have weakness but teachers know where to find good reference at appropriate level from website or can direct them to go to library to find a source which students need.

c. Keeping Up-to-Date

Teachers actually know how to decide a particular activity become interesting but sometimes if teachers are demanded to find new

information it. needs hard effort because it has to be done constantly such as read newspaper or journals.

> A good way of learning about new activities and techniques is to read the various of teacher's magazines and journals that area available. There is now wealth information about teaching on the internet, too. Magazines, books and website often contain good description of new activities and how to use them. Teachers can also learn a lot from attending seminars and teacher's conferences, and listening to the other teachers describing new activities (Harmer, 2007:31)

Simply put, teacher should be able to keep-up-date information especially which related to teaching and learning. Although, it is difficult, teacher can do it by reading new book or journal, searching on internet and attending seminars etc.

C. Professional Teacher

Teacher as the pioneer of sucessfull teaching has to have good competence to do the task of education. Ideally, in teaching teachers have to have good competence especially pedagogic and professional competence to support their teaching. Besides that, pedagogic and professional competence takes an important role in teaching. In addition, the teachers have to have personal competence and sosial 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 have good pedagogic, professional, personal and social competence in teaching.

1. Pedagogic Competence

According to mulyasa (2002:75), pedagogic competence is ability to manage learning which involves the ability to understand th

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 achieved 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 intelligent from one to another. Therefore, teacher has to know what they should do toward their learner who has low, standart or high intelligent. 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 be arranged as clear as possible toward material which must be learned, determine method and media and also guidence to evaluate. The important thing arranging program of learning is lesson plan. It is a system

consist of some components that related each other to reach the purpose and make them 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 learning process, it can be 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. In the end of learning, to know the result of learning it can be done by giving post-test. The functions are: (1) to know the purpose and basic competencewhich is mastered by the learner, (2) to know who can continue or follow remedial in learning and (3) as guidance to revise the process of learning including in planning, implementing and evaluating.

e. Using Technology in Learning

Nowdays, using technologyin 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 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 learner's 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 end education program. It is used to determine

the learner can graduate and continue their study or not. Class evalustion is done by the teacher to know the progress and result of study of their learner, diagnose their difficulty, give feedback and revice the process of teaching and learning.

2. Professional Competence

Alma (2009:141) defines "professional competence is 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 developt anduse the relevant equipment, media and source of learning, be able to organize and implement learning program, and apply the evaluation.

a. Understanding The Kind of Learning Material

Teacher has to be able to determine the relevant material based on the need and ability of the learner. To chose and determine the standart material, teacher should consider the following criteria such as validity, benefit, relevance, internet 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 the lesson which will be developed, 2) develop standard and basic competence into indicators to develop standart 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 based 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 a 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 advantagetoward the learner in their daily life, 3) make the learner being active to do activities, and 4) flexible based on learner's need and environment.

d. Using Source of Learning

Teacher is demanded not only to use sourceof learning in the school but demande to learn from any sources such as magazine, newspaper and 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 sompetence means in developing material of learning must be directed to achieve purpose and make competence of learner, 2) relevance means material has to based on need, condition, grade of leaner, science

development and technology, 3) efficiency and effective means material has to be arranged by consider efficiency principles in order to achieve maximize result beside improve the successfull of learner, 4) essential means basic material given to make competence of learner so that other material can be easy to understood, 5) flexible means the material can be changed, completed or decreased based on situation and ability, 6) continuing means material is arranged continually so that can complete each other, 7) validity means teacher has to sure that the material which is give is valid, 8) the importance of material means material which is given to the learner has to have advantages to them and relevant with their need, 9) interest means material in not only interesting but motivate them in learning so that they can continue to develop and recognize their skill, 10) satisfaction means result study of learner can be really give advantageto be used and practiced in their life.

3. Personal Competence

According to Mulyasa (2002:117) reveals that personal competence is the personal ability which is mature, steady, consistent and wise. Have good behavior and can be a model for the students. Teacher personality has big influence toward the sucessful of

education especially in teaching. It is needed and important to create the learner personality. Personal competence has role and function for learner in order to prepare and develop them in society and country every teacher is demanded to have personal competence and it is not only to make teacher and learning useful but also as tool to make competence and improve the personal quality of the learners.

Besides that, teacher has to be brave to have different personality from others because the teachers personality can give influence the students such as making the students is happy or comfortable. But, if teacher has bad personality such as using appropriate cloth or others, it can make them lazy or unmotivated to study so that teachers have to be a model in order can be imitated by the learners. In addition, teachers have to be able to control their emotional 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 learnershave less motivation or uninterested in following lesson.

4. 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 teacher, parents and school environment. Teachers as demanded to have social competence not only is limited in the school but also outside the school. Social competence of the

teacherhas important role as human being who lives in the society and also need the ability 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 the pedagogic, professional, personal and social competence has strong relation each other. By having those competencies, the advantages are not only felt by the taecher but students also. For teachers, they are easier to plan, conduct and evaluate taeching and learning process based on the competence and objectives of learning. Besides that, they know what should be done to make teaching and learning successful such as understanding the type of material, organzing 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 student to create good behavior fot the students and by having good relationship in and outside the school will give influence toward the students in learning.

D. Previous Studies

Previous study is useful as a reference for the researchers in their research. It is used to show the difference between the previous research with the current research in order to avoid being a claim. The researcher found some previous studied about professionalism of teachers reflected in English foreign language instruction, some are :

First, a thesis made by Asmaniyah (2008), entitled "A descriptive study on the English Teaching Learning process at Second Year Students of MTs Darul Huda, Wonodadi, Blitar".It was conducted to investigate the teaching and learning process at second year students of MTs Darul Huda, Blitar. The focus of this study was students achievement, material, media and method used in teaching English at Mts Darul Huda. The findings of this study showed that the 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 English were CTL, TPR, and Communicative Approaach and for the students achievement got good criterion with the majority score 70-90.

Second, a thesis made by Utami (2015), entitled "A study on teachers effort in developing their professionalism at SMAN 1 Ngunut". The result from the research showed that it conducted to Kunandar (2009) stated that professional teacher is a teacher who has the competencies required to perform the task of education and teaching. In teaching, the

teachers must have a good competence especially pedagogic and professional competence to support their teaching. By having it, teachers are more confidence to handle teaching and learning process. The teachers also should 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, as the professional teachers must to have good pedagogic, professional, personal, and social competence in teaching and learning. In developing teacher's professionalism they should have talent, experience and make the class enjoyable, relaxing and interesting to them, so that, they will grasp the lessons excitedly and interactively. Therefore, teachers don't emphasis too much on the materials of the lessons, when teachers are teaching their students otherwise, they will be inhabited by the lesson. From this statement, there are many roles and requirements are needed by teacher clearly and it will be better if the teacher should know them first before teaching.

Third, a thesis made by Widayanto (2016), entitled "English teachers' perspective on the influence of lesson study to their achievement motivation and teaching performance at MTs Jabung, Malang". Lesson study is one way to enlarge the professionalism teachers through professionalism development (PD). Teacher according to the Law on Teachers and Lecturers NO.14 year 2005, is a professional worker, who gets the right and professional obligations, are expected to devote totally to his profession and to live worthy of the profession. The competent teachers are

good teachers in term of their performance in the classroom activities or teachers' classroom performance. Competence teachers' are qualified teachers, who are able to carry out its obligation in a responsible and continue have a good performance. Kane (2006) states that performance is not a characteristics of a person's talent or ability but rather a manifestation of talents or the ability itself. So, it is important for the teachers to joint lesson study as their Professionalism Developtment to improve their quality in classroom performance as well as professionalism. Kay (2009) stated that perfomance of teachers is an achievement that can be achieved in carrying out the tasks assigned to him based on skills, experience and determination as well as the time available. The performance of teachers is a teacher's ability to demonstrated a variety of skills and competence they have in the real world of work. The real world of work teachers is facilitating students in learning process in the classroom. Beside that, Teacher roles is needed in teaching english as foreign language like as teacher in class, the relationship between teacher and students, teacher task, teacher skills, teacher knowledge.

From the previous study above, the writer found some differences. The first thing is data sources. Previous Research examined about Teacher Professionalism at MTs Darul Huda Wonodadi, Teacher Professionalim at SMAN 1 Ngunut, Teacher Professionalism at MTs Jabung Malang. In other hand, This Research Examined Teacher Professionalism for the sevent grade students of MTsN 1 Trenggalek.

The second thing is the finding. The focus of previous study on Teachers' Professionalism reflected in An English Foreign Language Instruction, meanwhile the focus of the present study was novice teacher that taught at sevent grade students of MTsN 1 Trenggalek. In addition, the subject that was observed in this present study was the seventh grade at MTsN 1 Trenggalek, meanwhile the subject of the previous studies was teacher investigate the teaching and learning process at second year students of MTs Darul Huda, Blitar, Teachers Effort in Developing their Professionalism at SMAN 01 Ngunut and English teacher's perspectives on the influence of lesson study to their achievement motivation and teaching performance at MTs Jabung, Malang. The method to collect data in this study the research employed interview, questionnaire and observation, whereas the method used in the previous studies employed interview and observation. Moreover, Instruments used to collect the data in this study were field note and interview guide , whereas the instruments used in the previous study were interview guide, observation sheet and professional development for education and skills (DfES) designed by Buss et al.