

**THE ANALYSIS OF AN ENGLISH TEACHER'S PROFESSIONAL
COMPETENCE IN TEACHING NARRATIVE TEXT
(A Case Study at MAN 2 Aceh Besar)**

THESIS

**Submitted in Partial Fulfillment of the Requirement for
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By

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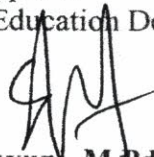
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CHAPTER I INTRODUCTION

This chapter presented six point related to the study. There are the background of study, the research problem, the objective of study, the significant of study, the scope of study, and definition of key term.

1.1 Background of Study

English is a tool to express idea, thought, argument, and feeling orally or written. In Indonesia, English lesson is not only purposes to make students smart in English but also as a tool to reserve and develop knowledge, technology, and art-culture. However, English language is one of a lesson which is hard to be understood by the student as general. It is because the limitation of students' understanding with the subject that is learned. There are some factors that made the students' understanding is limited. The most prominent factor is the teachers' professional competences who teach English.

Being a teacher is not as easy as the people think because the teacher plays an important role in what they do, and how they do in developing their own professional knowledge and practice (Loughran, 2010:1). They become the models for their students. Thus, the teacher's attitude and behavior would most likely be imitated by their students in the class. In the other words, a teacher also carries a big responsibility in her/his classroom. One reason is that the teachers are people who are very influential in teaching-learning process. Everything they say would have an impact on their students. If the teacher feels happy or angry, it would be spread among students because their attitude would get contagious for

students. Therefore, teachers should really bring their students to the objectives to be achieved because all students depend on them.

According to *Permendiknas No 16/2007*, the teacher must have four competences. They are pedagogical competence, personal competence, social competence, and professional competence. In relation to teachers' competence, the success of the teaching materials in relation to teaching content is influenced competence. Professional teachers should have capability to plan and implement the learning activities to learning objectives. In achieving these learning objectives, teachers must not only convey learning materials, but also must update and master the learning material that they present to the students. In the other words, the teachers have to develop their professional competence.

Based on the researcher's observation while PLP (An Teaching-Learning Assistance Program) program for five days on August 27 to August 31 through the observation at MAN 2 Aceh Besar, the researcher found that the English teacher of MAN 2 Aceh Besar was teaching English lesson very well. It can be seen from the student's achievement in studying English. A good teacher is the most determinant of the students' achievement in the classroom (Hayes, 2003: 54). A teacher is considered as a successful teacher in teaching the subject toward the student if the student understands about the subject that is taught by the teacher.

One of factors influencing the students' achievement was the teacher's professional competence. In this case, the researcher observed that the teacher of MAN 2 Aceh Besar had a good professional competence. Hence, the student

understood the subject that was taught by the teacher easily, also the student were active during the teaching and learning process. Furthermore, as a proof that students understood the subject, when the teacher gave some exercises unexpectedly, the students were able to answer the question correctly and appropriately. Even though, there were still some students who could not answer it perfectly, but most of students in the class could do it.

Therefore, the researcher concluded that the teaching and learning process that handle by the teacher was successful that was proven by the fact that the students understood the material easily. The teaching and learning achievement was not regardless of the teacher's ability on how the teacher masterd all learning materials, including mastery of curriculum materials, school subjects and substance of knowledge that overshadow her material (Kunandar, 2009:75). The ability to master all learning materials was the main point of teacher's professional competence. Therefore, the researcher wanted to obtain the valid data by conducting a research about English teacher's competence. In addition, in this study, the reseacher analyzed the English teacher's competence in teaching a narrative text.

MAN 2 Aceh Besar was implementing the curriculum of 2013. The demands of the Curriculum K13 required an educational process that provided opportunities for students to develop all their potential. Potential related to aspects of attitude (affective), knowledge (cognitive), and skills (psychomotor). These aspects were developed so that they can be meaningful in life in a community, nation, for the welfare of human life. Curriculum K13 required the teaching and

learning that leads to empowering all students' potential to become competent human beings in life.

Many researches have been conducted related to analysis of teacher's professional competence. The first research comes from Syamsinar (2018). The result showed that the teachers' problems dealing with professional competence in teaching English at vocational high schools include problem in mastering the materials, problems in mastering the curriculum, problem in developing materials creatively, difficulties in developing the teacher professionalism continuously, and problems in using the information technology and problems of classroom management.

Next, a study by Jabri (2017). The result showed for the first sub-competence, the teachers had showed their effort in selecting, determining, and organizing the materials by making their own module. In terms of the second sub-competence, all of the teachers had less effort in developing their professional competence. It can be concluded that the three English teachers still need more improvement. In terms of students' achievement, the data from findings indicates that the highest students' score is from teacher III. Meanwhile, the highest score of teacher professional competence among those teachers is teacher I. It indicated that many factors such as intelligence type, motivation, attitude, and condition of learning taking place that could affect the students' achievement, not only the professional competence.

The previous study above only focused on investigating the problems faced by teacher in applying professional competence to the students without

discussing the result of a good professional competence implemented by teacher. However, there were a significant difference between the previous study and this study. In this study, the researcher analyzed whether the English teacher having a good professional competence in teaching narrative text or not. Therefore, this study contributed more for the education field since it was not only discusses about the English teacher's problem in implementing professional competence, but also to found out whether the English teacher having a good professional competence in teaching narrative text or not. Therefore, the researcher would like to carry out a research with the title **"An Analysis of An English Teacher's Professional Competence in Teaching Narrative Text"**

1.2 Research Problem

The problem of the study is, does the English teacher have a good professional competence in teaching narrative text?

1.3 Objective of Study

The objective of the study is to know the teacher's professional competence competence in teaching narrative text at MAN 2 Aceh Besar.

1.4 Significant of Study

There were some purposes of doing this research. It was expected that the research would be useful for the researcher, teachers, and other researchers. The result of this research would be beneficial for the researcher as the future teacher. By conducting this research, the researcher would know how to be a good teacher by having the professional competence. Therefore, it can be implemented in the teaching and learning process in the future. Furthermore, this research gave

beneficial for the teacher so that they would have a self reflection on how to be a good teacher by having the professional competence. Therefore, it could increase the learning outcomes in reading skill.

1.5 Scope of Study

The scope of this study summarized the research topic, identified, interpreted or described, and analyzed the issues and result. Thus, this study focused on describing and analyzing the English teacher's professional competence in teaching narrative text at MAN 2 Aceh Besar.

1.6 The Definition of Key Terms

To avoid any bias, the researcher needs to make an assumption clearly of the term used in this paper as the following;

1.6.1 Teacher

Senge (2000: 26) stated that a teacher is an expert who is capable of importing knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society.

1.6.2 Professional Competence

Professional competence can be defined as the teachers' capability to master their subjects in-depth and the way to appropriately deliver it to the students (Syahrudin, 2013:144). Teachers should possess the capability to

diagnose students' initial behavior, develop lesson plans, administration, communicate, and develop themselves as well as the students' potential. In order to play those particular roles, teachers should trade on their educational background and experiences.