

AN ANALYSIS OF ELF TEACHERS' PROFESSIONAL COMPETENCE IN ENGLISH INSTRUCTION AT SMA NEGERI 4 BANDA ACEH

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Abstrak

Penelitian ini berfokus pada penyelidikan bagaimana kompetensi profesional guru ELF dalam pengajaran bahasa Inggris. Subyek penelitian ini adalah empat guru bahasa Inggris SMA NEGERI 4 Banda Aceh. Penelitian ini menggunakan pendekatan deskriptif kualitatif dalam memperoleh data, dengan menggunakan wawancara dan dokumentasi. Data dianalisis secara deskriptif Hasil penelitian menunjukkan bahwa guru-guru di SMA Negeri 4 Banda Aceh meningkatkan kompetensi profesionalismenya dengan berbagai cara, yaitu seperti, menggunakan pendekatan, seperti pendekatan yang berorientasi kepada siswa, Think Pear Share, Jigsaw, dan Discover Learning. Kemudian menggunakan metode, Seperti Physical Response, metode audio visual, penerapan metode jumble word. Selanjutnya penerapan strategi pembelajaran seperti strategi pendekatan, strategi komunikasi dan Discovery learning. Terakhir guru menerapkan langkah-langkah pembelajaran sesuai kurikulum. Di sisi lain peneliti menemukan dalam hasil wawancara bahwa guru mengikuti webinar untuk peningkatan kompetensi profesional guru, meskipun ada juga beberapa guru yang tidak mengikuti kegiatan tersebut. Dalam proses pembelajaran guru juga menggunakan teknologi berbasis digital seperti AI, AR dan VR yang membantu dalam bidang menyimak, guru juga menerapkan aspek perkembangan 4CI abad 21.

Kata Kunci : Kompetensi profesional, kompetensi profesional guru, pengajaran media bahasa Inggris

Abstract

This research focus on the investigation how is the ELF teachers' professional competence in English instruction. The subject of this research were four English teacher's of SMA NEGERI 4 Banda Aceh This research implemented qualitative descriptive approach in gaining data, by using interview and documentation. The data were analyzed descriptively The results showed that the teachers at SMA Negeri 4 Banda Aceh improve competence his professionalism with diverse way, like, using approach, the that is student oriented approach, Think Pear Share, Jigsaw, and Discover Learning. Then use method like as Physical Response, audio visual method, the implementation jumble wor. Next application of learning strategies such as approach strategies, communication strategies and Discover learning. Finally the teacher applies the Steps of learning corresponding in curriculum. On the other are also researchers find in result interview that join the webinar to increase teachers' professional competence, though there are also some teachers who don't follow

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activity the. In the teaching process the teacher also uses technology digital based such as AI, AR and VR which helps in the field of listening, teachers also apply aspects development 21st century 4CI.

Keywords : Professional competence, Teachers' professional competence, English medium instruction

INTRODUCTION

Being teacher is not as easy as the people think because the teachers play 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 the students. Thus, the teachers' attitude and behavior most likely be imitated by the students in the class. In the other words, the teachers also carry a big responsibility in their classroom. It is because the teacher is an individual who gives influence in teaching-learning process. Every teachers' words will have an impact on their students. If the teachers feel happy or angry, it this condition affects the class atmosphere because the teachers' attitude will get contagious for students. Therefore, the teachers must bring the students to achieve the objective of the study 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 by 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.

Furthermore, as educators, the teachers must have professional competence in carry out their duties because the main task of a teacher is not only transferring knowledge to students but also educating, directing, evaluating, and providing stimulus. So that the potential that exist can also determine by how the teachers teach the students, in other words how students learn will determine how the teacher teach.

Many researches have been conducted related to teachers' professional competence. One of them was the research taken by 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.

Another study that related to teachers' professional competence was conducted by Jabri (2017). The result showed that for the first sub-competence, the teachers show 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 have less effort in developing their professional competence. In this study, the researcher would research is "How is the ELF teachers' professional competence in English instruction at SMA negeri 4 Banda Aceh". whether the teachers have good professional competence or not in the teaching and learning process. Therefore, this study contributes more for the education field since it discusses about the teachers' professional competence in teaching English.

RESEARCH METHODOLOGY

This research design used in this study is descriptive qualitative method. According to Margono (2010:8), descriptive method is a method that seeks to provide a systematic data with the actual facts and nature of certain samples which aims to solve the current problems and collect data or information to be arranged, described, and analyzed.

In addition, the researcher used descriptive method since the data analysis is presented descriptively. It indicates that the researcher is going to find the result of data analysis by describing it. Moreover, Ainin (2007:30) notified that the purpose of descriptive method is to make description about the fact, characteristics, and relation of current cases systematically, factually, and accurately.

In conducting the research, one thing that needs to be considered is to determine the research subject. According to Arikunto (2010:172), the subject of research is source of data in a research or the person who decide to participate in a research. In this case, the researcher used purposive sampling method in choosing the subject of the research. Purposive sampling is a non probability sample that is selected based on characteristics of a population and the objective of the study. It is also known as judgmental, selective, or subjective sampling. In this research, samples will be taken using purposive sampling, which is the sample selected based on the research objectives. In this research, the researcher will choose six English teachers as the subject of the research.

The research instruments are devices which are used by the researcher to collect the required data. According to Arikunto (2010:160), an instrument is a tool or facilities used

in collecting data in order to make the work easier and the better result. In other words, the result is complete and systemic, so it is easy to be processed. In this research, the researcher used interview guideline as the instrument in order to collect the data.

The researcher will use interview guideline to obtain the data of the interviewee who are correlated to the research. The researcher expects that she can access the information through the interviewees' answers. According to Ary (2010), interview guideline is one of the most deployed and basic ways to get the qualitative data and it is used to collect the data from the individuals' contention, feeling and their beliefs about a certain issue by their own words.

The interview guideline stands as the tool to hold the interview to the people who became the sources of information so the interviewer can obtain the data from that activity. There are eight questions that will be asked by the researcher to the English teachers in the interview process. The researcher used Bahasa Indonesia to get the data of interview. It aimed to make the interviewees understand about the context of the questions. In collecting the data, the researcher employs the semi structured interview with open-ended questions. The researcher thinks that by using the semi structured interview with open-ended questions, it will be much easier for the researcher to get deeper and further information from the interviewees. Because this study mostly talks about the circumstance so the researcher need to have additional or free-form of questions. In this research documentation method.

According to Sugiyono (2018:476), documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research.

According to Hamidi (2004:72), the method of documentation is information that comes from important records both from institutions or organizations as well as from individuals. Documentation of this research is taking picture by researchers to strengthen the results of the study.

In this research documentations is that are include the document assessed by the teachers that include task, projects, home works, etc. In this research, the researcher focused on the assignments that have been given by the teachers at SMA 4 Banda Aceh. Those documents are analyzed by looking at way how they are assessed, the score, and the tools used by the teachers is assessing those documents. It is included to know the challenges the teachers in teaching and assessing the material.

RESULT AND DISCUSSION

This research is a descriptive qualitative research that aimed to find out an analysis of ELF teachers' professional competence in English instruction at SMA Negeri 4 Banda Aceh . The data were obtained by conducting Direct Structured Interviews with 4 participants of English teachers' at SMA Negeri 4 Banda Aceh and documentation. Based on the data obtained during the researcher while this study conclude that teachers at SMA Negeri 4 Banda Aceh improve competence his professionalism with diverse way, like, using approach, approach the that is student oriented approach, Think Pear Share Approach, Jigsaw approach, and Discover Learning. Then use method. Such as Physical Response, audio visual method, the implementation jumble word method. Next application of learning strategies such as approach strategies, communication strategies and Discover learning. Finally the teacher applies the Steps terrific learning in curriculum.

On the other hand teachers are also researchers find in result interview that join the webinar for increase competency professional, though there are also some teachers who don't follow activity the. In the teaching process the teacher also uses technology digital based such as AR and VR which helps in the field of listening, teachers also apply aspects development 21st century 4CI.

CONCLUSION AND SUGGESTIONS

This study conclude that teachers at SMA Negeri 4 Banda Aceh improve competence his professionalism with diverse way, like, using approach, approach the that is student oriented approach, Think Pear Share Approach, Jigsaw approach, and Discover Learning. Then use method. Such as Physical Response, audio visual method, the implementation jumble word method. Next application of learning strategies such as approach strategies, communication strategies and Discover learning. Finally the teacher applies the Steps terrific learning in curriculum.

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Based on findings research and conclusions research, researcher propose some suggestions for language teachers English, School, and more appropriate researcher.

- a. Occasional teacher must do the learning process teach in nature open , so students no fed up in follow lessons and teachers can too connect natural with Theory learning for students more interested with lesson .
- b. Teacher must more creative and innovative again in designing learning media so that interest and enthusiasm student more spurred in follow their learning and skills the more honed.
- c. If feel difficulty in convey material, provide training, monitoring, and then search way more exactly what is possible student more easy understand the material conveyed.

Researcher hope that school as provider the necessary facilities and infrastructure in the learning process teach could improved Again, to make it easier for teachers and students in follow lessons, school must support and motivate teachers in apply aspects that are applied by the teacher to improve participant skills educate. After that school occasionally must holding seminars or training for teachers, who aim increase profession power student.

Researcher hope for other researchers wish or interested for do study similar, yes give contribution for understand learning strategies in English lessons. Besides it, we hope study this could give inspiration and guidance for other researchers for more be careful heart in do research, so study Becomes more.

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