



**THE JUNIOR HIGH SCHOOL ENGLISH TEACHERS'
FULFILLMENT OF THE FOUR COMPETENCIES**

THESIS

Submitted as a Partial Fulfillment of the Requirements
for Getting Master Degree in English Education

by

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POST GRADUATE PROGRAM
SEMARANG STATE UNIVERSITY**

2016

DECLARATION

Hereby the writer fully declares that the graduating paper is made by the writer herself and it does not contain materials written or has been published by other people except the information from references.

Semarang, February 22, 2016

Evi Febriana

MOTTO

You educate a man; You educate a woman; You educate a generation.

–Brigham Young –

DEDICATION

I would like dedicate my thesis to :

My beloved parents who support me everytime

My sisters who always been my nearest and has been so close to me

My special one who helps me

whenever I need.

ACKNOWLEDGEMENT

First of all, I would like to express my greatest gratitude to Allah Almighty for his blessing, health, power and inspiration in writing this thesis.

I would express my deepest thanks to Dr. Abdurrachman Faridi, M. Pd as my first advisor and Dr. Januarius Mujiyanto, M. Hum as my second advisor for their guidance, corrections, suggestions and motivations in finishing this thesis. I also would like to be grateful to the board of examiners who have examined and corrected this thesis. My next gratitude goes to all lecturers and staff of English Department for the valuable knowledge, experiences and friendliness in helping me during my study. This thesis is simply impossible without them.

To all my friends, I am proud to be a part of you since I can find friendship and happiness. Finally, my special thanks go to my family for their unflagging love and support throughout my life. I thank to my future husband who always supports and loves me. I am indebted to my parents for their love and patience.

Semarang, February 2016

ABSTRACT

Evi Febriana. 2016. *The Junior High School English Teachers' Fulfillment of the Four Competencies.* English Language Education. Graduate Program of Semarang State University. Advisors: II. Dr. Abdurrachman Faridi, M.Pd., II. Dr. Januarius Mujiyanto, M. Hum.

Key words: English teacher, competence, Education Minister regulation number 16 year 2007.

There are many challenges in implementing the quality of education in Indonesia. To face the challenge, teachers' competence is very needed. That is why, competence must be possessed by every teacher especially English teacher. As education minister stated in regulation number 16 year 2007 that there are four competencies that must be fulfilled by an English teacher, they are pedagogical, professional, personal and social competence. These competencies are needed to achieve the goal of education. If the English teachers have good competencies, they will easily guide students to achieve the education targets. Therefore, a study of teacher competence needs to be done.

This thesis is a study of how the English teachers fulfill the four competencies as stated in the regulation of education minister. The study used qualitative method. Then, purposive sampling technique was conducted in this study. Fifteen English teachers from some private and state schools were chosen as the sample of this study. The data of teachers' competence was obtained from interviews and classroom observation. In this way, the competence of teachers in daily teaching could be analyzed. Then, the obtained data from the teachers, students and researcher was calculated by using Pearson correlation analysis to see if they have the same perception.

In the analysis, there were two perceptions from the English teachers and the students to the teachers' fulfillment in the four competencies. Their perceptions were translated in the form percentage and analyzed using Triage theory to determine the category of Semarang English teachers' fulfillment to the four competencies. Based on the analysis, the teachers' fulfillment in pedagogical, professional, personal and social competencies had different result. Based on the teachers' perception, the English teachers fulfillment in pedagogical competence was good while the students assumed that the teachers' fulfillment was fair. Then, in professional competence, based on the teachers' perception, the fulfillment was fair but the students agreed that the fulfillment was fair. In personal and social competence, the teachers agreed that their fulfillment was excellent but the students assumed that the fulfillment was good.

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CHAPTER I

INTRODUCTION

This chapter will describe the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, definitions of key terms and outline of the report that will give general overview of the research.

1.1 Background of the Study

In today's international world, English is the most significant language. The importance of English can not be denied because English is the most common language spoken everywhere. English is used in many fields, for example in the world of international education, technology and engineering. Education must always follow the development of science and technology. The development of science and technology has made the world into a single unit as if eliminating boundaries between countries. Therefore, language of international communication has become a necessity to communicate globally. David (2003:1) states, "English is a global language". This means English is main language used in global nations. If a person is not able to communicate globally, it will be outdated from other nations.

English is a tool for oral and written communication. Someone can communicate, express information, thoughts, feelings, and develop science, technology, and culture to the other people in other countries by using English. The

statement is also mentioned in Indonesia department of education and culture regulation that English is a tool to communicate in oral and written. Communication in English is intended to understand and express information, thought, feeling, and develop science, technology, and culture by using the language. Ability to communicate in a full understanding is the ability of discourse. (Depdiknas, 2003:14).

Therefore, learning English is very important because of the developing of information, science and technology of global world. Based on this phenomenon, English has important role for communication in a variety of fields.

Particularly, as developing country, Indonesia needs to learn English for international communication. Without mastering English, one can not communicate with other people in other countries. That's why, the English education must be taught in Indonesia. English has been taught as the development of the world globalization which demands English skills should be mastered for all people from different nations in the world.

English as international communication language is needed to realize the development of several sectors. Therefore, the quality of English education will make a significant contribution in generating qualified human resources. For this reason, English language education programs need to be oriented towards improving the quality of Indonesia education for communication between nations in the fields of social, cultural, and science and technology in international forums, both in oral and written.

English education in Indonesia is under the responsibility of the ministry education and culture. Based on the minister education and culture regulation, English is taught in some levels such as elementary, junior, senior high school and university. However, English education in Indonesia still needs a lot of improvement. Therefore, the government has changed many curriculum to improve the quality of English education in Indonesia. The government hopes through English education, students can communicate in oral and written fluently. However, in reality the government creates new rules that English is no longer compulsory subject in elementary school so that it is the problem that English can not be taught earlier for the students. In this case, English in Junior High School is the first level for the students to get English lesson. Therefore, the English teacher in Junior High School as a key person in the class should have good interaction and competencies which potentially support and help the students to improve their skills in learning English.

Actually, the success of education is not only determined by the quality of the teacher but also the condition of students and facilities. If the potential teacher guides the student creatively, the student will get good interest to learn English. Moreover, it is better that there are adequate facilities which support learning process so the educational target will be achieved. These factors are related to each other to create a great English teaching and learning. If one of the factors does not support, English language teaching and learning can not reach the target.

In this case, the teacher's role is critical to improve their students' quality so they can achieve their competencies in English. Moreover, English teachers are

the paramount factor in the teaching learning system must guide and help the students in learning English.

In fact, English teachers have not applied English in English lesson completely. Many English teachers speak full Indonesian and local language in English class. Therefore, students rarely listen English expression because their teachers do not speak English in the learning process. Not only that, English teachers always explain about the structure without explaining the function and element of the words. As a result, students become confused and they can not speak English fluently. Moreover, English teachers also rarely give English vocabulary to the students in daily teaching, for example, teachers teach text about reforestation, production and etc. Some vocabularies are not familiar in students' daily life. In fact, they do not know some vocabularies that they always meet in their daily life. As a result, without practicing English in daily activity, it is imposible for students to master English well. It makes the quality of English teaching and learning is still far from the standard that must be achieved. This phenomenon makes the students will not be proficient in speaking English so that teachers are required to have good competencies in teaching.

To solve this problem Indonesia government makes some significant improvement for insuring the teachers'qualities to support the educational autonomy. Government launched the Regulation of Teacher and Lecturer in 2005. The implication of this regulation can be seen in every field of education, especially for teachers as the subjects of education. Teachers should have a

standardized-competence as stated by the Education Minister Regulation number 14 year 2005 article 1 paragraph 1 on teachers role which mentions that:

Teacher or lecturer is a professional with a primary duty of educating, teaching, guiding, directing, training, assessing and evaluating students on primary school on the formal education, elementary junior, senior high school and university education.

Based on the regulation, it can be concluded that the teacher's role is a professional with a primary duty of educating, teaching, guiding, directing, training, assessing and evaluating students, not only focus on the way of transferring knowledge to the students in the formal education.

Moreover, it is a must for them to have a good understanding on how to handle the class, treat the students well, implement suitable methods and techniques and evaluate their students using an appropriate measurement. As a social component, professional teachers should also be involved in social life to create a good relationship among themselves, the students, and the social environment. According to education minister regulation number 16 year 2007 about teachers and lecturers, teachers' competencies include pedagogical competence, personal competence, social competence, and professional competence acquired through professional education. Among all competencies, the main ones are pedagogic and professional competencies. The DEPDIKNAS RI (*Departemen Pendidikan Nasional Republik Indonesia* or Ministry of National Education the Republic of Indonesia) states that professional teacher should fulfill these competencies (Depdiknas, 2010 : 4-5).

Teacher and Lecture have been accustomed to receive and follow orders from the center rather than actively participating in professional learning opportunities or being creative and innovative.

Based on the statement above, it can be concluded that an English professional teacher should be active in improving the quality of education. Teachers must carry out the orders of the government, develop their knowledge and deliver innovation so that the quality of education in Indonesia will increase.

One of teacher's efforts in following the rules of the government is to follow the existing curriculum. According to Education Minister number 2 year 1989 curriculum is a set of plans and regulations, regarding the content and learning materials, as well as the methods used in conducting learning activities.

There are several curriculums that have been done by Indonesia. According to Habibi (2013 : 1) the curriculum is implemented to prepare the future generation that is able to play an active role in the life of local, national, and international. Recently, Minister of Education creates curriculum 2013. This curriculum is different from the previous curriculum because it is not only concerned with the cognitive aspects but also natural phenomena, social, art, and culture. According to Indonesia education minister regulation number 103 year 2014, in curriculum 2013, students should conduct learning in some steps; observing, questioning, negotiating, communicating and presenting the knowledge gained after they receive learning materials. Within this approach the students are expected to have good attitudes, skills, and knowledge. Of course, the teachers are also expected to be more creative, innovative, and more productive, so they can be successful in dealing with various problems and challenges. Therefore, the role of teachers in implementing curriculum is very important. Teachers must have four

competencies (pedagogical, professional, social and personal competence) to success it.

Teachers competencies theory is not only taken from government regulation but also from Celce murcia. She stated that the English teachers need good competencies to make the effective English teaching and learning in the classroom so that they can gain the good achievement for the students. Moreover, the English teachers have to develop their competencies to have sophisticated teaching for students. According to Rockoff (2004 : 247), teachers have a fundamental role in their learners' academic achievement and their quality can highly influence student outcomes. For this reason, increasing the competencies must be conducted by the teachers because they have significant influence in forming the students' intelligent and personality.

Based on the theory stated above, English teachers must have awareness about their competencies, language learners, processes of learning, approaches to classroom instruction, as well as adequate experience and practice in the target language. In fact, some English teachers have not fulfilled the good competencies in teaching English.

Therefore in this study, I will observe how the English teachers fulfill their competencies as stated in Education Minister Regulation number 16 year 2007 which consists of pedagogical competence, professional competence, personal competence and social competence. If the English teachers do not have sufficient competence, this study could be the basis that the qualities of English teachers in Indonesia are not well enough. Therefore they need some improvement so that

they have extraordinary competence that can realize the target of English education for students.

This study focuses on the way of Junior High School English teachers in Semarang fulfill their competencies based on Minister of Education as stated in regulation number 16 year 2007. Each of teachers who teach at each level of class may have different skills to master their competencies in creating the effective and dynamic teaching and learning process and also definitely has a diversity course, especially in terms of classroom condition, teachers and students achievement in the learning process and result.

1.2 Reasons for Choosing The Topic

English teacher is an important element in education. She or he is a core role in the success of English Language Teaching contexts throughout the world especially in developing city like Semarang to treat as the same as the developed city. It is also a proof that in this global era, English is the excellent language for communication and it is needed in the learning and teaching process in the developing areas such as Semarang.

Beside the reasons above, there are some reasons for choosing the title “The English Teachers’ Fulfillment of the Four Competencies in teaching English at Junior High School”, such as:

- (1) English teachers have important role in the teaching and learning process, so that their competencies are needed to create good quality students. However, there are many teachers who do not have good competencies so

that their teachings are not maximal. Hence, English teachers must improve their competencies and they realize that they are educators, facilitator and mediator for their students. Therefore, the teachers need knowledge of pedagogy and training to develop themselves as adept teachers confident of their own ability and with a faith on the potential of the students. In fact, many English teachers do not have significant improvement or teachers' awareness on how to improve their competencies in English as International language.

(2) The government has made some rules as reference competencies to be achieved by the teacher. Therefore, the researcher conducts this study so that it can figure out the way of English teachers fulfill their competencies as stated in Education Minister regulation number 16 year 2007. The teacher should have all of the competencies arranged by the government as pedagogical, professional, social and personal competence. These competencies are manifested in teachers' teaching approaches, selection of materials, activities, judgment, behavior and personalities. All of these competencies must be fulfilled to achieve the target of Indonesia English education to create the students who have good ability to communicate by using English fluently.

(3) The teacher's role is not only as a teacher but also as an educator, facilitator and mediator for their students. Teachers should not only teach the class according to their schedule, but they also should have the awareness of how to improve their competencies and give motivation to their students so

their students will be fun in learning English. If it can be achieved, English teaching and learning will be success.

- (4) The quality of English in Indonesia is not as expected. It has not met the target of the government that students should master English well. A lot of students studying at the University cannot communicate in spoken and written English fluently. This phenomenon leads many people to ask whether there is something wrong with the English education system in Indonesia. The ability of teachers is doubtful whether they have fulfilled the competencies to teach English is good and achieve competencies that has been stated by Education Minister regulation number 16 year 2007.

1. 3 Statement of the Problems

The basic problem solved in this study is how the teacher fulfillment of English four competencies is at Junior High School that can be broken into:

- 1) How do the English teachers apply their pedagogical competence?
- 2) How do the English teachers apply their professional competence?
- 3) How do the English teachers apply their social competence?
- 4) How do the English teachers apply their personal competence?

1. 4 Objectives of the Study

The basic purpose of this study is to explain the teachers' fulfillment of the four competencies as stated on Education Minister regulation number 16 year 2007 which can be elaborated into four competence aspects:

- 1) To explain the application of English teachers' fulfillment to the pedagogical competence.
- 2) To explain the application English teachers fulfill their professional competence.
- 3) To explain the way English teachers fulfill their social competence.
- 4) To explain the way English teachers fulfill their personal competence.

1. 5 Significance of the Study

Based on the objectives of the study, the result of this study will give some contributions. Theoretically, by conducting this study teacher gets feed back for the improvement of teaching learning process. It is necessary for teacher to have good competencies and interaction with their student in English. By reading this result of the study, the teacher gets valuable information of teachers' competencies so that they can apply the finding of this study to improve their teaching skill. The result of this study also improve the insight and knowledge as well as experience to determine the teacher's condition today. Therefore, the researcher hopes, the result of this study can be used as guidance for teachers to be a great teacher to carry out the duties and responsibilities as the great teachers. In addition, the result of this study could be taken in the consideration in solving the education problem.

Practically, the finding of this study can give contribution for other researcher who will take the same topic on the further research. It means this study can give benefits to the development of learning quality conducted by a teacher, an

overview of current condition of English education development, particularly in mastering pedagogical, professional, personal and social competencies in implementing teachers' duties and responsibility as an educator.

This study also can be used as reference material and evaluation for teachers in practicing their duty and responsibility as a teacher. It also gives additional information, knowledge and experience based on the data from the real conditions of teachers' competence and professionalism in Semarang. Moreover, the result of this study can be contribution, ideas and suggestions for government and education stakeholders to improve the quality of English education in Indonesia especially in Semarang in order to realize the goal of English education and train the teachers to be the sophisticated educators so they can help the students to get the best quality of English education.

Pedagogically, since teachers have important role that they must have good competencies in teaching, it is important that teachers themselves are aware of the competencies. Moreover, teachers not only teach but also have responsibility in motivating students to learn. Hence, competencies in the preparation of learning, the delivery of material and good attitude for students are needed. Moreover, teachers can enhance their competencies that they have before so their competencies can be upgraded in this developing era. They can enrich their ability to use sophisticated media and technology. Therefore, competencies are needed for English teachers in Indonesia in order that the quality of Indonesian teacher will not be left behind from other countries.

1. 6 Limitation of the Study

This research is limited to address to the following issues:

- 1) The implementation of Syllabus, lesson plan, learning method , media and evaluation in English teaching and learning process.
- 2) The implementation of teacher's personal and social characteristics in English teaching and learning process.
- 3) The evaluation of teacher's professional character in mastering and developing the material in English teaching and learning.

1. 7 Definition of Key Terms

Some keywords in this research will be explained briefly as follow:

- 1) English Teacher

English teacher is a person who provides English [education](#) for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a [school](#) or other place of [formal education](#). Harmer defines the teacher's roles as controller, assessor, organizer, prompter, participant and resource-provider (Harmer, 2001 : 57). The main duty of an English teacher is essentially to prepare lesson plans and to teach English Language Learners. This includes teaching English grammar, writing, reading, speaking, and listening skills. It may also include teaching pronunciation and accent reduction. It's basically teaching all the English skills that will enable speakers of other

languages to effectively communicate in English. Moreover, English teacher responsibilities often include introducing cultural aspects to students.

Furthermore, based on Education Minister regulation, English teachers should have good competencies and knowledge about various aspects of language in English (linguistics, discourse, sociolinguistic, and strategic) both spoken and written.

2) Teacher's Competence

Richards and Schmidt in Montazeri (2014 : 1) define competence as “a description of the essential skills, knowledge and behaviours required for the effective performance of a real world task of activity”. Bailey (2006 : 210) describes competence as “statements about what teachers are supposed to know and be able to do”. Based on the definition of competence in general we can conclude that competence is really essential. Therefore, every teacher should have competence in teaching in order to realize the goal of education. Teacher's competence can be described as the requirements of a competency based teacher education, which include knowledge, skills and values. Jalal et al (2009 : 7) stated that good quality of teacher can produce good quality of students and then the poor quality of teachers can contribute to the poor achievement of students. It means the quality of learning process is largely determined by the quality and capability of teachers.

3) Education Minister Regulation number 16 year 2007

Teachers' competencies in Indonesia are stated in Education Minister regulation. Based on the Education Minister Regulation number 16 year 2007, there are some competencies that the teachers should have; pedagogical competence, personal competence, social competence and professional competence. Pedagogical competence is the ability of teachers to manage learning. This competency is apparent from the ability to plan teaching and learning program, conduct the interaction or manage the learning process and make an assessment. Not only pedagogical competence, but also professional competence should be owned by the English teacher. Professional competence is a set of qualification preconditions (professional knowledge, skill and attitudes).

Moreover, social competence is teachers' attitude toward students, principals, colleagues, staff member, parents and other people in their surrounding. The last competence that the teacher should have is personal competence. Personal competence can be described as a high level of personal responsibility, creativity, ability to solve problem, critical thinking, ability to work in teams, to initiate changes, high level of social abilities together with understanding, empathy, tolerance and moral values. English teacher in Indonesia should have these competencies to create excellent education for the students.

1.8 Organization of the Thesis

Organization of the thesis is stated as follow:

Chapter I contains the introduction, background of the study, the reasons for

choosing the topic, the statement of the problems, the objectives of the study, the significance of the study, the limitation of the study, the definition of key terms and the organization of the thesis.

Chapter II discusses the review or related literature as the theoretical basis for this way such as the previous studies, English education quality in Indonesia, teachers' competencies, types of teachers' competencies, factors affecting teachers' competencies, development of teachers' competencies as a goal of teachers' professional development, the relationship between the Education Minister regulation number 16 year 2007 and Celce Murcia's theory, theoretical framework.

Chapter III is the method of investigation. It consists of the research design, subject of the study, object of the study, the roles of researcher, type of data, procedure of collecting the data, scope of the study, procedure of analyzing the data, outline of the thesis.

Chapter IV describes about findings and discussion. It discusses the findings and interpretation of the data gathered from personal data questionnaire, classroom observation and interview.

Chapter V consists of the conclusion and the suggestions of the research. In this chapter, the researcher concludes the finding and gives some suggestions of teachers' competencies.