

**EXPLORING PROFESSIONAL COMPETENCE OF ENGLISH TEACHER
AT SMP N 1 SELOGIRI IN ACADEMIC YEAR 2020/2021**

THESIS

Submitted as A Partial Requirements

for Undergraduate Degree in English Education Department



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2020

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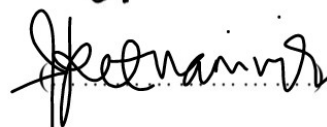
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DEDICATION

I dedicate this thesis to:

My Beloved Parents

Bp. Yadiman and Ibu Sumiyem

Thanks for your struggle and your unlimited patience

My Sisters

Yunitasari and Siti Maryani

Thank you for your kindness, prayers, and sacrifices.

Thank you to all my friends that always support me whether in a good time or hard time

May Allah SWT always gives us bless and guidance.

Aamiin

MOTTO

“Everyone has difficulties in their life. Lots of sad days. But we still hope for better days. Hope is what keeps us alive. Hope is keeps us dreaming.”

-Kim Namjoon-

“Keep working hard, and enjoy it until you don’t realize you’re tired.”

-The Researcher-

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “**Exploring Professional Competence of English Teacher at SMP N 1 Selogiri in Academic Year 2020/2021**” is my real masterpiece, all the things in this thesis are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, December 2020

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ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah SWT, the almighty God, the Lord of the universe, the master of the day of judgement for all blesses and mercies to the researcher who has able to finish this thesis, also peace be upon Prophet Muhammad SAW who brought us from the unsavory time until luminous time.

The researcher is sure that this thesis would be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express the deepest thanks to all of those who had helped, supported, and suggested the researcher during the process of writing this thesis. The researcher would like to deliver the special gratitude to:

1. Prof. Dr. H. Mudofir, S. Ag., M.Pd., as the Rector of The State Islamic Institute of Surakarta,
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as The Dean of Cultures and Language Faculty of State Islamic Institute of Surakarta,
3. Budiasih, S. Pd., M. Hum., as The Head of English Language Education of IAIN surakarta for trusting the researcher to conduct this thesis,
4. Hj. Fithriyah, M.Pd., as the advisor who always gives the researcher advices, suggestions and favors to be able to finish the thesis. May Allah SWT always gives bless to you and return your kindness,
5. Thank you to Mr. Kristiadi, S.Pd., M.Pd., as the headmaster of SMP N 1 Selogiri for giving me the permission to do the research in SMP N 1 Selogiri,
6. Thank you to Ms. Christina Winarni, S.Pd., and Ms. Emi Diah Lestari, S.Pd as the English teacher in SMP N 1 Selogiri, for giving the permission and helping the researcher during the research,
7. Thank for all lecturers of English Language Education for the times, chances, knowledges and experiences that given to the researcher. May Allah SWT returns your kindness,

Finally, the researcher realized that this thesis is still far from being perfect. Therefore, suggestion and support criticism will be accepted. At last, the researcher hopes that this thesis will be beneficial for students of English Language Education.

Surakarta, December 2020

The Researcher

A handwritten signature in black ink, appearing to read 'Nadia Amalia', written in a cursive style.

Nadia Amalia

ABSTRACT

Nadia Amalia, 2020. **EXPLORING PROFESSIONAL COMPETENCE OF ENGLISH TEACHER AT SMP N 1 SELOGIRI IN ACADEMIC YEAR 2020/2021**. Thesis of English Language Department, Cultures and Languages Faculty, The State Islamic Institute of Surakarta.

Advisor : Hj. Fithriyah Nurul Hidayati

Keywords : Professional Teacher, and Professional Competence.

Teacher's competence is very important in supporting the teacher to teach the subject professionally. Teachers will be able to handle the learning process well. Those competences are pedagogic competence, individual competence, social competence, and professional competence. Professional competence is teacher's competence in mastering learning material. This research aims to describe professional competence of English teachers, and the problems in the professional competence at SMP Negeri 1 Selogiri.

The research used qualitative research method. The instruments of this study to gather the data used observation, interview, open-ended questionnaire, and document. The main data was taken from the interview among the English teachers. Two English teacher were the subject of this research. Those teachers teach in the different grade (first and third grade). The research was conducted in SMP N 1 Selogiri. In analyzing the data, the researcher used data reduction, data display and drawing conclusion. The researcher used triangulations and methodological triangulation as a trustworthiness the data for checking the information to get the relevant result.

The results of the first research question showed that the teachers have several professional competences such as understand student's motivation, understand student's learning needs, have enough ability in theoretical and practical, know the needs of education user, be able to use variety of learning method and techniques, having abilities in listening and communicating (spoken and written), know how to apply the lesson material in real life, have an open mind to allow students to develop their individual interests, have a desire to enrich their knowledge and continue their studies, have the ability to evaluate learning programs. The result of second research question is problems in professional competence. The teachers face some problems in arranging lesson plan, choosing the learning technique, lacking of understanding toward 2013 curriculum, and assessing and evaluating the student's learning.

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CHAPTER I

INTRODUCTION

A. Background of Study

Teachers are responsible for educating, teaching, guiding, directing, training, assessing, and evaluating learners. They are also responsible for planning about what to teach, how long to explain each topic, and how much practice they need to provide a take on additional significantly and complexity (Kerimbaeva et al., 2016: 6722). Teachers have to prepare everything well before they teach the students. Teachers prepare the lesson plan, the lesson material, and the lesson media to support the learning process. Teachers also prepare the teaching method or technique they use that is appropriate with the ways students learn. Besides that, as a professional force, teachers need to provide a take on additional such as innovations in learning, the strategy to overcome problems in the learning process, and the way how to be a better teacher.

A professional teacher has to fulfill some criteria. Based on Indonesian Law Number 14 the Year 2005, teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and the ability to realize national education goals. Academic qualification of a junior high school teacher is having a diploma fourth graduate (D-IV) or undergraduate (S1) study program as appropriate

with the lessons being taught and obtained from the study program that is accredited.

Every professional teacher has professional qualifications. Professional qualification of the teacher creates qualified and professional teachers for Indonesian education. The qualified and professional teacher has a set of competence to implement their duty and responsibility as an educator. Professional qualification of the teachers includes teacher's certification, teacher's competence, and suitability of the teacher's field study with the material being taught. Suyanto (2003) explains that a teacher called professional or not is based on their educational background and mastery of lessons.

As a facilitator, teachers have to prepare the plan in the learning process. In preparing the lesson plan, teachers have to adjust it with the student's characteristics, pupil's needs, and school's facilities. Besides make lesson planning, teachers also consider the learning methods used so that the learning process runs effectively and with quality. So that the objectives of learning can be achieved properly. Teachers must be able to divide their time in explaining difficult topics, as well as easy topics. To carrying out their duties and responsibilities, teachers are demanded to have an ability and competency as a part of their professionalism.

Teacher competence is the ability of teachers in carrying out the duties responsibly as a professional force (Suyanto, 2012: 3). These

abilities are having extensive knowledge, ability in teaching, and ethics as a good teacher. A teacher must have extensive knowledge, especially related to the subjects they teach. Teachers must understand the ins and outs of these subjects. However, having broad knowledge is not enough if the teacher cannot teach. The teacher's job is to teach students, so the teacher must know how they convey the material so that students understand and can implement it in everyday life. Teachers who have extensive knowledge and good skills in teaching will not be considered good if they have a bad manner. So teachers must also behave well, be professional, disciplined, and responsible because they are role models for students. Teachers must also have the ability to relate to fellow teachers, students, and the surrounding community. Teacher's competence consists of pedagogic competence, individual competence, social competence, and professional competence.

Professional competence is one's ability to perform professionally. They act responsibly and effectively according to given standards of performance (Mulder, 2014: 3). In the education context, professional competence demands the teacher to understand the learning material deeply and broadly, and present the learning material appropriately. Professional competence of teacher is measured by the level of understanding of teaching material based curriculum to understand the concept and linkages with other sciences, master the steps of research, a

critical review of the teaching material explore, and resolve any problems. Also, the teacher must know how to connect the material in different books, and how to present the material based on the level of difficulties.

The teacher's skill in connecting the lesson material is an example of a teacher's performance quality. To improve the quality of teacher performance, they must have a mastery of the lesson material. They have to know what to teach and how to teach. They can also develop the lesson material, and connect one theme to another theme. So that the students can understand the relation of the material. In professional competence, a teacher has to master theoretical and practical skills in the learning process. One of the language teacher's practical skills is they can communicate by using the target language well. It means that an English teacher has to speak English with the right pronunciation. If the teacher presents the material with the wrong pronunciation, it can make misunderstanding.

Professional competence of teachers has an important role in the success of students' learning. A teacher who has good professional competence can teach effectively. Besides that, the shaping of professional competence needed for successful planning; implementing, and evaluating their educational action and pupil's work (Ciechanowska, 2010: 109). However, there are still many teachers who find it difficult to be truly professional in the field they are in. Some of these difficulties are

developing subject matter, adjusting material in different handbooks, utilizing learning resources, and so on.

Moreover, in this pandemic, the difficulty level is increasing. Students have to study extra, and teachers have to work harder to make students understand the subject matter. This condition makes students and teachers feel difficult. A learning system changes from offline to online. In this current condition, it can be seen how the professional competence of teachers is.

Nowadays, teachers need to develop their professionalism. Teacher's professional development is an effort to help teachers in preparing their better performing. Teacher is able to follow professional development such as MGMP or KKG, and Workshop.

The researcher conducted the pre-research during teaching practice in SMP N 1 Selogiri on 9th November 2019. English teachers of SMP N 1 Selogiri is a qualified teacher as a professional teacher. They have a teacher's certification. English teachers in SMP N 1 Selogiri have an undergraduate study program. They graduated from English Education. English teacher in SMP N 1 Selogiri always attends the MGMP in the district to improve their professionalism. There are many kinds of activities carried out. The teacher also participated in the workshops held by MGMP. The researcher found that English teachers in the SMP Negeri 1 Selogiri faces some problems in teaching English. The problems faced

by the English teacher of SMP Negeri 1 Selogiri are related to the teacher's professional competence. That problem is adjusting the material in two different handbooks. The first handbook is from the government, and the other handbook is from MGMP. The first book focuses on dialogue, while the second book focuses on practice for the test. Because the demands in Indonesia refer to test scores, teachers often use worksheets than textbooks. Other problem is the lack of utilizing learning media which is suitable for this era. In this era, the teacher should use technology-based learning. Because of facilities lackness, teacher can not use technology in learning process and did not use another learning resource. Beside that, students do not pay attention to learning when using technology such as LCD.

Based on the background above, the researcher interested to do research entitles Exploring Professional Competence of English Teacher at SMPN 1 Selogiri in Academic Year 2020/2021.

B. Identification of the Problems

1. Professional teachers are teachers who are able to carry out their duties with totality and responsibility. The number of changes and demands raises various problems for teacher in professional competence.
2. A professional teacher is able to carry out 4 teacher competencies, one of those competences is professional

competence. Challenges from student's aspect causes teacher find it difficult to carry out all demands in professional competence properly.

3. Lack of facilities causes teacher can not utilize the technology and learning resources wisely.
4. There are two kinds of book, textbook and student's worksheet (*LKS*). The first book focuses on dialogue, while the second book focuses on practice for the test. Because the demands in Indonesia refer to test scores, teachers often use worksheets than textbooks.

C. Limitation of the Study

The limitation of the study has a function to specify the object of the research. In this research, the researcher concern with professional competence of English teachers at SMPN 1 Selogiri. The researcher chooses SMPN 1 Selogiri because that is one of the favorite schools in Wonogiri. The teachers have good quality, and the students have good quality enough. The researcher chooses two English teachers that teach in the different grade, they are Mrs. C (third grade teacher) and Mrs. E (first grade teacher). The researcher choose them because in this pandemic teachers are demanded to work harder. Teachers have to make the first-grade students understand the learning material in this condition. First

graders who have just graduated from elementary school, where not all get English lessons. That is, the student is learning English for the first time.

For the third grade teacher, they have to work even harder to teach the students. The teacher are demanded to make third students understand and comprehend the learning material, and make students graduate from the school. Meanwhile, the pandemic makes the learning process become online. The teacher have to find new teaching technique to present material clearly so that the students understand. The teachers are good and professional. They have teacher's certification from the government as one of the teacher's professional qualifications. They have taught for a long time, so they have a lot of experience in teaching English for different characteristics of students. The researcher would like to describe professional competence of English teachers, and the problems faced by English teachers of SMPN 1 Selogiri related to professional competence.

D. Problem Statement

Based on the background of the study above, there are problem statement as follow :

1. How are professional competence of English teachers at SMPN 1 Selogiri?
2. How are the problems in professional competence faced by English teachers at SMPN 1 Selogiri?

E. Objectives of the Study

The objectives of the study are as follow :

1. To describe professional competence of English teachers at SMP Negeri 1 Selogiri.
2. To describe the problems in professional competence of English teachers at SMP Negeri 1 Selogiri.

F. Benefits of the Study

The big expected of the researcher by writing this thesis is there will be advantages not only for the researcher but also for all. So this paper can bring some benefits. The benefits of the study in this research are divided into two parts. They are theoretical and practical advantages.

1. Theoretical Benefits

Giving a useful description for any further researcher who wants to study in the same case, hopefully, this study becomes helpful sources of information and reference.

2. Practical Benefits

a. To the teacher

Hopefully, the teacher will give pieces of information about professional competence of the teacher. The teacher is more creative, and competent to become a professional teacher.

b. To the school

Hopefully, it is expected that the result of the research can increase the quality of the teacher and the English learning process at SMPN 1 Selogiri. And hopefully, it can increase the awareness of prospective teachers about the importance of teacher competence

c. To the readers

Hopefully, they will get many bits of knowledge about the professional competence of English teachers.

G. Definition of Key Terms

There are some definitions of terms in this research, it is used to avoid possible misunderstanding or misinterpretations about the variables that are involved in this study :

1. Professional Teacher

Professional teachers are teachers who have quality standards, including academic qualifications, competencies (pedagogical, personal, social, and professional competencies), and educator certification (Ridrayai, 2016:335).

2. Professional Competence

Professional competence is the generic, integrated, and internalized capability to deliver sustainable performance; including problem-solving, realizing innovation, and creating transformation in a certain professional job (Mulder, 2014: 3).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In this part, the researcher gives explanations related to the teacher, such as Professional teacher, teacher's competence, the importance of teacher's competence, and teacher's professional competence.

1. Professional Teacher

Uwes in Ibileba & Padmomartono (2014: 27) states that professional teachers are teachers who are experts in the field of teaching, skilled in research, and have competence in community service. Professional teachers know the background of education and learning with a variety of knowledge, especially relating to the subjects they teach. They are a teacher that has deep knowledge about their profession through training, exercises, and special schools. Professional teachers are able to teach the students by using several learning methods, medias, and resources. In addition, professional teachers also can do the research related to their subject being taught. In doing their responsibilities, professional teachers have to know how to communicate with students, peers, and others.

Suyanto and Jihad (2013: 21) states that professional teachers are teachers who receive formal recognition based on the applicable

provisions relating to their position and educational background. This acknowledgment is in the form of a decision letter, diploma, certificate, etc. This recognition includes teacher qualifications and teacher competence. Academic qualifications on educator in Indonesia based on Indonesian Law Number 14 Year 2005 is diploma fourth graduate (D-IV) or undergraduate (S1) study program as appropriate with the lessons being taught, and obtained from the study program that is accredited. Meanwhile, teacher's competences of educator are pedagogic competence, individual competence, social competence, and professional competence.

David & Thomas in Mulyasa (2013: 30) states that professional teachers are teachers who have the ability to create a learning climate, have the ability to provide feedback and reinforcement, and have the ability to improve themselves. Learning climate means the conditions of the classroom environment during learning. This is indicated by the interaction between teachers and students, as well as students and students. Professional teachers are required to be able to create a learning climate, because learning is not only about the material but also the classroom atmosphere which affects the realization of an effective and conducive learning process.

Professional teachers play a major role in the success of the learning process. Because it has an important role, professional teachers must have several abilities. Professional teachers can create a comfortable learning environment for students. They need to establish a climate that promotes equality and respect. Ali Muhtadi (2005: 203) stated that there are several factors that need to be considered in creating a learning climate, these factors are:

a. Learning is oriented towards the way students learn

In the first factor, the point is that professional teachers must make students active in learning. The learning process must be directed at students. Students must be active in seeking and constructing information into knowledge. The teacher is only a facilitator and motivator in learning. Lisnawati (2018: 32) states that 21st century requires teachers to change the paradigm in designing, implementing, and evaluating learning because learning is no longer teacher-centered but student-centered. The students should be more active in the learning process than the teacher. Teachers is only as fasilitator in learning process.

The learning process that focuses on the activeness of students actually aims to bring out and utilize the potentials and abilities of their students. It means that

teachers should know the student's cognitive and developmental capacities (Krishnaveni & Anitha, 2007: 151).

b. The teacher's appreciation for student activity in learning

Teacher appreciation for student activity creates student confidence. Students become more courageous in asking questions and expressing opinions in class. In addition, appreciation can improve good relations between teachers and students. If the relationship between teachers and students is well established, the learning objectives can be achieved easily (Suyanto, 2012: 111). This appreciation is not only about the activeness of students, but also how students appreciate their peer's work. Students also have to be active in the group discussion.

c. The democratic attitude of teachers

Democratic attitude is evidenced by teachers create democratic learning environment. Democratic classroom promotes the student's critical thinking (Kocoska, 2009: 2431). Students have to be active in group discussion. Teachers as facilitator should facilitate the student's learning by giving the lesson material, and appropriate learning technique. For example : Using group discussion as learning

technique. The teacher gives the discussion's material to the students through video. and ask the students to discuss it with their groups. The result is presented in front of the class.

d. There is deliberation in dealing with problems in class

In learning process, there are some problems faced by both teachers and students. Students as the center in learning process have right to help teachers in dealing the problems which occur in class. Teachers and students discuss together to find the best solutions. This way supports the student's activeness and confident in solving the problems. Freire in Muhtadi (2005: 205) states that by existing the dialogue between teacher and students in dealing the problems can generate the critical thinking. Dialogue requires critical thinking to come up with the best solution.

e. There are classroom management

In creating comfortable classroom, teachers require classroom's setting. Teachers can set the classroom to be more comfortable. For instance, arranging students seats, or providing class decorations. Suyanto (2012: 116) states that classroom management is not only about setting up

classrooms related to facilities, but also conditioning the class. It means how teachers planning, setting, and doing all activities in the class so that the teaching and learning process runs well.

- f. There are learning resources that can be accessed by students quickly.

Learning resources actually do not only come from the teacher. Students can study in the library, laboratory, and the surrounding environment. Even students can acquire knowledge through the internet. But the teacher also has a duty to provide information about where the learning resources students should learn (Muhtadi, 2005: 207). Kinds of learning resources such as book, modul, audio, video, etc.

Meanwhile professional teacher's ability to provide feedback and reinforcement means teachers must be able to provide a response to students. In addition, teachers should provide professional helping for students (Davis & Thomas in Suyanto, 2012: 9). Professional helping means teacher can help students who have difficulties in learning. This can be done by the teacher by choosing the right learning technique, using innovations in learning, and creating a comfortable learning environment. Before doing this, the teacher needs to observe the character and behavior of students.

Besides that, a professional teacher should possess the qualifications and professional knowledge required (Liakopoulo, 2011: 66). The qualification that should be possessed by the teacher is the teacher's competence. There are four competencies that the teachers should be mastered, namely pedagogic competence, social competence, personal competence, and professional competence.

Professional teachers just not teach the lesson material to the students, but they have to possess some skills (Helmawati, 2017: 199). Further Helmawati explains skills that have to be possessed by professional teacher :

a. Technical Skill

In technical skills, teachers able to make teaching plans. Teaching's plan includes arrange the learning process, evaluate the learning's result, and others that are related to learning goals.

b. Interpersonal Skill

Interpersonal skill means a teacher has the skill to communicate with the students by using verbal and non-verbal language in order to build a conducive and funny learning process.

c. Conceptual Skill

Conceptual skill requires teachers to be able to think abstractly. The point is that the teacher can design various activities in learning to develop the potential and abilities of the students. This expertise helps teachers to achieve educational goals.

d. Diagnostic Skill

Diagnostic skill means that the teacher can diagnose existing problems, especially problems in students. After diagnosing, the teacher must study the problem to find the best solution. The teacher must also be able to overcome these problems, then direct students towards the achievement of educational goals.

e. Analytical Skill

In analytical skills, a teacher must be able to analyze problems. This is to assist the teacher in making the right decision for problems that arise.

Characteristic of a professional teacher is having high creativity. A creative teacher can utilize technology and develops learning methods (Suprihartin ingrum, 2013: 190). Following the ICT-based learning, use technology in learning process encompasses presenting the material (by using power point, video,

or picture), searching the new knowledge using internet, giving assignments by making a video according to the material theme, etc. Teachers should be more creative.

Professional teachers also have professional teaching competency. According to Philip & Ramya (2017: 26), teachers need to consider professional teaching competency areas as follows:

a. Engaging and supporting all students in learning

Teachers have to make the students active in the class, so that the class is student-centered learning. The teachers give variety of strategies and resources to fulfill the student's needs. The creativity of teachers in using the strategies and resources aims to make the students have critical thinking and problem-solving. For example : Using group discussion as learning technique. The teacher gives the discussion's material to the students through video. and ask the students to discuss it with their groups. The result is presented in front of the class.

b. Creating and maintaining an effective environment for student learning

The teacher is able to create a comfortable learning environment for students. They need to establish a climate that promotes equality and respect. In addition, teachers

must also be able to use time effectively. For example: the teacher occasionally tells about their life experience that can stimulates the student's interest sympathy, and communication. Teachers can also use a joke so that the atmosphere is not too tense and serious. This helps students not feel pressured. But the joke must be adjusted to the situation and conditions.

c. Understanding and organizing subject matter for students learning

The teacher is able to convey knowledge in these subjects well with the right strategy. To support this, teachers must use materials, resources, and modern technology. So that the subject material is more available. For example : use the current topic as apperception and be associated with the material to be delivered. The topic that is being talked about will be able to make students imagine the material to be learned. In addition, students find it easier to understand the material.

d. Planning instruction and designing learning experience for all students

Teachers need to establish and articulate goals for teaching students. They also need to develop and sequence

instructional activities and materials for student learning. They can also modify instructional plans to adjust for student needs. For example : teachers make a lesson plan as guide in teaching students. Lesson plans are made based on syllabus provided by the school, and adapted to class conditions such as student character, student abilities, student needs, learning resources and media; current development; and learning objectives.

e. Evaluating students learning

Before evaluate, the teacher need to communicate learning goals to students. It aims to adjust the evaluation with the learning goals. Evaluation is not only from the teacher, but also from the students. Teachers have to direct the students to evaluate themselves. In evaluating the student's progress, the teacher need to communicate with the students and the family. For example : Teachers usually give evaluation in the end of the semester. But, teachers can give the evaluation in every month to the students, and the family. Student's evaluation is not only about subject's score, but also student's character. Teachers can give questionnaire to the students to evaluate themselves and their peers.

f. Developing as professional instructor

Teacher's ability to improve themselves includes be able to implement the curriculum and learning method innovatively, be able to expand and add knowledge about teaching methods, and be able to utilize teacher's group planning to create and develop relevant teaching methods. Teachers as a professional force have to always improve their professionalism. For example : following some trainings such as workshop, seminar, PPG. Teacher can read scientific journals related to the subject that their taught. Teacher can even make research that is appropriate with their subject.

But basically, the qualification standards for professional teachers differ from country to country. The qualification standards for professional teachers in Indonesia refer to Indonesian Law number 14 year 2005, teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and the ability to realize national education goals. Based on Minister of Education and Culture Regulation number 17 year 2007, academic qualification of junior high school teacher is having a diploma fourth graduate (D-IV) or undergraduate (S1)

study program as appropriate with the lessons being taught, and obtained from the study program that is accredited.

Based on the theories above, it can be concluded that Professional teachers are teachers who have in-depth abilities related to education, such as the ins and outs of education, subject matter, and teaching methods. In addition, professional teachers must also be able to deal with changes in the world of education, such as curriculum changes. Besides ability, professional teachers must have recognition or physical evidence from an official educational institution.

2. Teacher's Competence

In education, the term teacher's competence is not strange. The teacher's competence term is always connected with the knowledge, skill, and attitude of the teacher. That three things are important components in the term of teacher's competence. According to UNESCO (2013: 12), competence isn't limited to cognitive element, it is also including functional aspects (teaching skills), and interpersonal attributes (social organizational values) and ethical values. Competence not only about what the people think but also what the people going to do.

Some experts gave their definition about teacher's competence. Holmes in Suyanto (2012: 47) states that competency

is a description of something which a person who works in a given occupational area should be able to do. It means, a competent teacher is a teacher who has teaching competency. Teachers should be able to teach the students well.

Mulyasa (2008: 26) states that teacher's competence is a combination of personality, knowledge, technology, social, and spiritual that composes the standard competence of teacher. Competence is the result of experiences done by the teacher in the education field. This experience can be obtained from both inside the school and outside the school. According to Barannikov in Orazbayeva (2016: 2664), competence is formed from the knowledge and skills acquired by the students, teachers' academic and life experience, values and predisposition, which is developed by the teacher through learning and educational practice. Knowledge and skills gained through students in the form of experience in teaching including appropriate methods, strategies, and techniques to be used in teaching; understanding student's characteristics and diversity; and knowledge derived from student's experience.

Czerapaniak in Ciechanowska (2010: 107) argued that competence is a conscious learnable level of skillfulness. It means that competence is obtained by the teacher through their education

and training such as university, and teacher's career development. Competence represents a system of certain knowledge background of a person. Teachers as a professional force are demanded to possess teacher's competences. Based on Ministerial Regulation Number 16 Year 2007, teachers' competences that must be possessed by teachers are as follows:

- a. Pedagogic Competence is the ability to manage learner's learning, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials.
- b. Personality competence is the teacher's ability personally reflected in personality. Such personalities are stable, mature, authoritative, wise, and can be role models for students. Teachers must also have a noble character.
- c. Social competence is the ability of teachers to communicate and interact effectively with students, fellow teachers, parents or guardians of students, and surrounding communities. Social competence is a form of teacher's social action in social life.
- d. Professional competence is the ability of teachers to master all matters relating to education, including the foundation of education and educational materials. In professional

competence, a teacher must be able to understand the subject matter broadly and deeply.

Language teacher's competence has no difference with general education teacher's competence. Language teachers also have to possess four teacher's competences, such as pedagogical competence, personal competence, social competence, and professional competence. Competencies in language teaching are derived from general teacher education competencies, but it has some specific characteristics due to the nature of its purpose. Foreign language teacher has their characteristic and goal. Morana (2014: 160) states that good foreign language teacher is expected to possess knowledge in the target language and culture as well as knowledge in educational science.

Based on the theories above, it can be concluded that teacher competence is the knowledge, ability, and attitude of a teacher. Competence is obtained from teacher learning outcomes, both learning in formal and informal education. Competence can be developed and improved through further education, training, and teacher community (MGMP).

3. The Importance of Teacher's Competence

Usman in Taniredjo, Sumedi & Abduh (2016: 72) stated that teacher is a profession, which means it is a job that requires special

skills. To become a teacher, there are some specifications such as mastering the teaching skills; mastering the teaching techniques, strategies, and methods; and having a teaching's competence and spirit. The teacher is someone who has a responsibility for the success of the student's learning. That is why a teacher is demanded to have a set of knowledge and teaching skills, including mastery of knowledge and learning material (Mudlofir, 2012: 63).

Duties and responsibilities of teachers are not limited to just inside the school, but also outside the school. In schools, teachers are responsible for students, themselves, and the school. The teacher is required to make the students understand the learning material. Teachers are considered the important role in the quality of student's achievement. They are also responsible for themselves, which is developing their abilities so that they can become a professional teacher.

A teacher has a position as a professional force. The teacher's position as a professional force aims to perform, achieve, dan improve the quality of education. Advisory Committee on Teacher Education and Qualification (ACTEQ) states that teachers are professionals that should be well-equipped with the subject and pedagogical knowledge, professional skills, and supporting attitudes and values (2003: 7). Besides understand the subject they teach,

teachers must also have the ability to organize their classes, master the subject matter deeply and broadly, and have attitudes and values as professional teacher such as discipline, responsible, honest, etc.

Teachers play an important role in students learning. Teachers help the students acquire not only the skills for examination, but also ways of thinking, ways of working, tools for working, and skills around the citizenship, life and career, and personal and social responsibility for success in modern democratizes. It can be concluded that teachers should make the students implement the result of their study to their real-life needs.

Distributed by Guyana Education Ministry website (2019), the teacher's roles in the classroom are teaching knowledge, creating classroom environment, role modeling, mentoring, and sign of trouble. In teaching the students, the teacher is given a curriculum. The curriculum is followed by the teacher so that all pertinent knowledge is dispensed to the students. In the classroom, the teacher plays a role to make an environment for students. The environment set by the teacher can be either positive or negative. Teachers also are responsible for social behavior in the classroom. Social behavior is primarily a reflection of the teacher's actions and the environment set.

Teachers are role models for the students. The teacher should make a good image for themselves. Teachers are responsible to love and care for students. As a mentor, the teacher encourages students to strive to best. This also includes encouraging students to enjoy the learning process. Another role of a teacher is looking for a sign of trouble in the students.

In EFL learning, English teachers should know the identity of a language teacher, the meaning of becoming a language teacher, and their roles within different settings (Richards, 2011: 4). Language teacher has different characteristics with other subject teachers. English teachers should master some skills that no other teacher has. The skills that have to be mastered by language teachers are listening, speaking, reading, and writing. They also have to understand that become a language teacher means they must make the students comprehend the lesson material, and make the students be able to communicate by using the target language. In addition, language teachers are required to be familiar with teaching procedures and related knowledge (Khani & Hajizadeh, 2016: 973).

Besides the demands for themselves, the English teacher must be able to create a comfortable class. It aims to make students become more excited and comfortable in learning, especially English. English teachers should be able to motivate the students

because the success of student's activities in the English classes depends on how the teacher has laid the basis of student's motivation for learning and self-education. In doing their duties, a teacher requires a set of knowledge and teaching skills.

Successful teaching is not based on what teacher was, but based on what the teacher did in planning and implementing those plans in the teaching process (Hunter, 2010: 163). It means that teachers should prepare all teaching needs includes lesson plans, appropriate techniques, and learning resources. In addition, the teacher has to master teacher's competences. Lisnawati (2018: 29) argued that as a determinant of successful learning, teachers must have certain competencies so that learning objectives can be achieved well.

Indonesian government requires teachers to have qualified competence. Competence can assist teachers in carrying out their duties and responsibilities well. Competence is ability, a broad range of higher-order skills and behaviors to handle complex, and unpredictable situations (Kulshrestha, 2013: 30). In accordance with Kulsrestha's statement, Dubasenyuk in Orazbayeza (2016: 2664) states that competence determines teachers' ability to overcome typical problems that arise in real situations by using knowledge, academic and life experience. It can be said that teacher's

competence is needed to help the teacher in real situations, both in good situations and bad situations. Competence can be utilized in real performance context (Mulder, 2014: 3). It is needed to manage all class resources, such as the students, the teacher, and the facilities in the classroom.

A competent teacher will be able to teach well so the student's achievement will be great. The quality of learner's performance and achievement is influenced by the quality of teachers (Symanyuk & Pecherkina, 2016; Bernadine, 2019). Moreover, teacher's competence will make the national education goals can be achieved. According to Musfah (2011: 27), competence aims to reach teaching and education goals. Indonesian government hopes that Indonesian education creates a generation that is intelligent, knowledgeable, independent, creative, and devoted to God Almighty. Indonesian education needs a competent teacher whose knowledge, skill, and work result in accordance with the government's standard.

The success of the learning process is determined by the teacher. Therefore, competent teachers are needed. Moreover in learning a foreign language. Sulisty (2016: 404) stated that teacher competence is essential in facilitating successful English exposure and learning during classroom activities. The competence of

English teachers can distinguish English teachers from other subjects because between one subject to another subject there are any own characteristics.

From the statements above, it can be concluded that teacher's competence is an important part in the education field. Teachers who have competence will be able to teach the students well, because competence influences the teacher's performance. Good performance means teach professionally, include explain the material clearly and appropriately, choose the teaching technique by considering the different characteristic of students, and choosing the best teaching media and resources. Teachers can also utilize the student's abilities and potentials. That way, the learning goals will be achieved. The learning goals achieved will improve the quality of education.

4. Professional Competence

Generally, professional competence is someone's ability to do something professionally and responsibly. Professional competence is doing to support people to do their job, work, or duties well. Professional competence is the generic, integrated and internalized capability to deliver sustainable performance; including problem-solving, realizing innovation, and creating transformation in a certain professional job (Mulder, 2014: 3). In learning process,

there are some problems that will be faced by teachers. In these conditions, teachers are required to be able to solve those problems. Teachers must be able to find ways and solutions to overcome all problems that occur in the learning process. Beside that, teachers are also demanded for creating innovations in learning. Teacher's can apply funny learning technique, use interesting learning media, etc.

Slamet in Sagala (2013: 39) states that professional competence consist of understanding the subject, understanding standard competencies, understanding teaching materials in the curriculum, understanding structure, concept and teaching method, understanding conceptual relationships between subjects, and being able to apply scientific concepts in everyday life. Professional competence requires teachers to really understand the subjects they teach. Teachers need to understand the learning material, so that the teacher will understand what the purpose of studying the material is. That way, teachers will know what they have to do so that learning objectives can be achieved. In addition, teachers must also know what the relationship between these subjects and other subjects. Ultimately, the teacher must be able to enable students to apply the learning material they learn in everyday life. For example student

study about tenses, they are able to apply this when speak using English.

According to Helmawati, professional competence means the ability of a teacher to master the teaching material deeply and broadly (2017: 199). Further, Helmawati states that there are two things in understanding the learning material broadly and deeply which include mastery of subject curriculum material, and scientific structure & methodology (2017: 37). Mastery of curriculum material has essential indicators of teaching evaluation material in the school curriculum; structure, concept, and scientific method that is suitable with teaching material; concept relationships between subjects; and applying scientific concepts in everyday life. While structural analysis and scientific testings are critical research and assessment steps to deepen the knowledge of professional fields of study.

The teacher is required to understand the meaning of teaching material, the use of the material, and the purpose of teaching the material. Besides that, the teacher must afford to develop the teaching material creatively. Iis Lisnawati (2018: 30) explained that in professional competence, the teacher has many requirements. There are :

- a. Mastering the materials, structures, concepts, and scientific mindset that support the subjects which are taught.

It means that the teacher really knows what is to be done and how to do it. Teacher who masters the structure, concept, and scientific mindset is the teacher that makes learning plans, teaches the students, and gives the learning evaluation (Janawi, 2011:102). For example: Before teaching the students, the teacher prepares the lesson plan. The lesson plan has to be adjusted to suit the student's abilities and needs. When in class, the teacher presents the material clearly and uses supporting media. When finished lessons, the teacher gives some questions to students to see the level of understanding of students.

- b. Mastering the competency standard and basic competence of the subject or field that is taught.

Competency standards and basic standards of the subject are included in the lesson plan. Before implementing what is contained in the lesson plan, the teacher should understand competency standards and basic competence. After comprehending the competency standards and basic standards of the subject, the teachers will be able to

determine the learning technique and media that appropriate with the student's needs. So that, the learning goals will be achieved.

- c. Sustainably develop professionalism by taking reflective action.

The teacher reads scientific journals related to the subject he teaches (e.g. reads journals at IJAL, Springer, etc), reads books, follows training (PPG, MGMP, workshops, seminars).

- d. Utilizing information and communication technology to communicate and develop themselves.

It means the teacher utilize the technology to communicate with other teachers, and develop their ability. For example : the teachers use the internet to find learning material, find teaching's inovations, and join the online discussion with other teachers. Teachers will be able to develop their abilities, and increase relationships with other teachers throughout the world.

This proves that the teacher understands the material well, and is ready to teach the material. Professional competence is a determiner of teacher's readiness for and ability to perform their activity adequately, independently, and responsibly (Orazbayeva,

2016: 2665). Professional competence becomes one determinant of learning success. Hunter (2010: 162) states that there are some determiners to increase the probability of successful learning, including critical ingredient, professional competence of the teacher, and the ability of that human to deliver quality professional service design.

Teacher professional competence was composed of four main subgroups such as curriculum competencies, lifelong learning competency, social-cultural competencies, and emotional competencies (Selvi, 2016: 168). Curriculum competencies mean the teacher's ability in understanding the curriculum plans for teaching and learning. Curriculum competencies are oriented towards carrying out their teaching role effectively determine the teamwork of the knowledge and skills that teachers will gain. Lifelong learning competency means the ability to understand that education must continue, not only from formal education but also informal education. Teacher professional competence must include the ability to demonstrate ethical and responsive professional behavior (Karpova et al., 2018: 5).

In EFL learning, key indicators of teacher's professional competence include the necessity to develop skills in student's communicative and interpersonal communication; components of

which are linguistic, thematic, and socio-cultural; educational and cognitive competence (Toshboeva, 2015: 4). Priority in language learning, especially foreign languages is to be able to communicate well. That is why teachers must improve students' communication skills. Besides that, the teacher also plays an important role in developing a student's abilities in understanding language learning.

Merriam in Suyanto & Djihad (2012: 52-53) states professional competence that should be owned by teachers are :

a. Understand student's motivation

It means that teachers have to know what makes students excited about learning. By understanding student motivation and building that motivation, the teacher has created convenience for students. Students who are motivated to learn are considered to be able to learn faster, because there is no compulsion in learning (Suyanto & Djihad, 2012: 75). So that students will do it happily and with full awareness. In building student motivation, teachers do not just make students active in class, but teachers also need to direct and make students motivated to learn continuously. Teachers motivate their students to learn by providing them with positive feedback, in order to develop competence (Johnson, 2017: 47).

b. Understand student's learning needs

Student needs in learning consist of physical needs and psychological needs. Physical needs in the form of learning techniques, media, and learning resources are used. The teacher prepares modules, lks, and technology media to support the learning process. In addition, choosing the right learning technique also includes meeting the learning needs of students. While psychological needs are in the form of motivation, praise, and appreciation. By providing motivation, praise, appreciation can increase students' enthusiasm for learning. The psychological needs of students are important in improving the quality of learning.

c. Have enough ability in theoretical and practical

Understanding the theory well is the teacher's obligation. Teachers must really master the subject matter in order to be able to select, determine, and develop alternative strategies from various learning sources that support the formation of competency standards and basic competencies. However, understanding the material is not enough if the teacher does not have the ability to deliver the subject matter (practice). Therefore, teachers need to have the ability to

convey subject matter precisely and clearly. Teachers have to know how to explain difficult learning material.

d. Know the needs of education user

Education users are not only limited to students and teachers but also parents / guardians of students. Teachers need to know what users of education want. By attending committee meetings, teachers can find out what the needs of education users are, so they can find ways to meet those needs.

e. Be able to use variety of learning methods and techniques

As professionals, teachers must be able to use a variety of learning methods and techniques. These various methods and techniques aim to adapt to the way students learn. In addition, teacher creativity in choosing learning methods and techniques can create a more varied learning environment so that it is not boring. A teacher should update their teaching methods, and try to make English lesson livelier so that the students would enjoy English language lesson (Saeed & Jafar, 2016: 57).

- f. Have abilities in listening and communicating (spoken and written)

Suyanto and Djihadi (2012: 84-86) state that teacher should have ability in writing, research, and communicating. Verbal communication skills affect the teacher's ability to deliver material. In addition, these skills also help teachers in discussions with peers. Meanwhile, written communication skills take the form of the ability to express ideas in the form of scientific writing. The writing is a representation of intellectual qualities.

- g. Know how to apply the lesson material in real life

In this case, the teacher needs to think about how to make the learning material applicable in real life. So in addition to learning about theory, teachers must also be able to invite students to practice these theories in everyday life. Teachers should connect the topic to the real world. The teacher can simplify the concept, make an analogy to things around the students, or relate the concept to things the students are familiar with it (Afrianto, 2018:10). By using analogy, students can imagine what they are learning, and can apply it in their real life.

Relate the concept to the things that students are familiar with it also helps students to understand the learning material quickly. Beside that, students also know what the relationship between the subject matter with their lives. The teacher helps students to find values, meaning, and goals in what they are learning and can apply in their daily lives. For example, if students learn about 'report text', the teacher must be able to enable students to convey 'news' to others according to the structure in the text report. At least it is clear what, who, when, where, why, and how.

- h. Have an open mind to allow students to develop their individual interests

The point is that the teacher provides opportunities for students to learn in their own way. In teaching English, teachers must adapt his teaching style to the student's learning style which is known from the results of previous observations (Suyanto & Djihad, 2012: 64). In addition, teachers do not need to force students to really be smart in everything. Teachers should not limit students who wish to develop their interests.

- i. Have a desire to enrich his knowledge and continue their studies

Enriching knowledge is an obligation for a teacher. This is to support their duties as a teacher. The more the teacher's knowledge increases, the more things that can be taught to students. Enriching knowledge can be done by reading books, scientific journals, and scientific articles. Dewi (2018: 6) states that read relevant publications can develop professional competence. This is because the more people read, the more new knowledge they can get.

In addition, teachers can also join to professional development such as MGMP, workshop or training. Professional development is considered a medium for teachers to elevate their knowledge and skills in teaching (Tanang & Abu, 2014: 34). The teacher who follows professional development will be able to improve their knowledge and abilities to create optimal teaching performance in the classroom. In the formal field, teachers can continue their education at university. That way the teacher will get new knowledge and new experiences.

j. Have the ability to evaluate learning programs

Griffin & Nix in Suyanto and Djihad (2012: 222) state that evaluations are always preceded by an assessment or measurement. Evaluation is carried out to measure the success of the learning process, including student success in learning. In this case, the teacher must have the ability to evaluate the learning process both in terms of students, teachers, and supporting elements of learning. Evaluation of student learning outcomes is not only through tests, but also through spontaneous questions, discussions, and observations during the learning process. Evaluation functions to improve the quality, performance and productivity of an institution in implementing its program.

Actually, teachers can establish their own professional competence. Competence is a result of education, knowledge, ability of activity (Svetlana, 2016: 30). Even the teachers should develop their professional competence through education, training, experience. Karpova et al. (2018: 2-5) states that four aspects that emphasize on building the professional competence of foreign language teacher, as follows :

a. Cultural and linguist competence

Cultural and linguist competence is related to the ability of teacher to perform and communicate foreign language learning in the class. This aspect includes the ability to be an inheritor of linguistic knowledge and culture; to communicate clearly in language instruction, using correct grammar in various contexts related to foreign language teaching.

Cultural and linguist competence is when the teacher makes a lesson plan, the learning material must be adjusted to the needs and abilities of students. In addition, in delivering material, teachers must use the correct grammar. The teacher is prohibited to explain by using unclear, or unscientific language. Professional teachers must be able to distinguish between ways of communicating with students, parents or guardians of students, and the community both written and oral.

b. Linguistic and didactic competences

Linguistic and didactic competences are related with the learning process to achieve the goals, and assess the student's development. It is focused on pedagogical activity, includes set the class atmosphere, learning process, and

problem solving. For example : giving the aperception that related to the materials and student's experience, creating good atmosphere in the class by using some jokes so that the students do not feel terrified, explain the material clearly, using learning media, and giving exercise to the students.

c. Social and educational competence

Social and educational competence is a competence that related to social context in education range, including social interaction, teacher's cooperation, and self improvement by using ICT. Social interaction aims to develop the education. For example : the teacher follow MGMP and KKG, use ICT to support the learning process, share some education sites and ask the students to make essay about it. The example of famous site is www.teachingenglish.ork.uk.

d. Professional and educational competence

Professional and educational competence involves the skills in organizing professional development individually or with the teaching team; and demonstrating ethical and responsive professional behavior. The skill in organizing professional development is the ability to use the opportunity and sources to improve their skill. Professional

development includes joining the workshop or seminar, reading a journal that relates to their subject, following PPG and MGMP, etc.

Professional competence is teacher's ability in mastering the knowledge broadly and deeply. In professional competence, teachers are demanded to comprehend the learning material, understand the learning method, and be able to make the students can apply the material into real life. There are ten professional competence that should be owned by teachers, such as understand student's motivation, understand student's needs, have enough ability in theoretical and practical, know the needs of education user, be able to use variety of learning methods and techniques, have abilities in listening and communicating, know how to apply the lesson material in real life, have an open mind to allow students to develop their individual interests, have a desire to enrich their knowledge and continue their studies, and have ability to evaluate learning programs.

5. Problems Faced by Teacher in Professional Competence

Every teacher has a problem in the learning process. Problems experienced by teachers can come from outside or from the teacher itself. Kerimbaeva et.al., (2016: 6722) state some of the problems experienced by the teacher are as follows:

a. Arranging the lesson plan

Every professional teacher is asked to make the creative lesson plan by reflecting their student's difference characteristic. Kerimbaeva et.al (2016: 6722) argued that ask the teacher to make lesson plan is a way to assess the professional competencies of teachers in planning teaching and learning process. By making good lesson plan, it means that the teacher is competent in their profession. Because to make a lesson plan, the teacher should understand the lesson material well, student's characters and needs, class condition, and the fundamentals of education. But in fact, there are some teachers who feel difficult to make and developing lesson plan.

Prawiro (2019: 175) stated that the teacher of vocational school feels difficult to understand or make a good lesson plan. The teacher knows her weakness in creating good lesson plan. She said that lesson plan gives effect to teaching process.

b. Choosing learning technique

The teacher is lack of creativity in choosing learning techniques. They just follow the steps that is provided in the lesson plan. In addition, the step of learning activities is the

same with the order in the activities. Beside that, the techniques were arranged were still teacher-centered. Meanwhile, nowadays educators can't play a full role as agent of knowledge transferer (Afrianto, 2018: 8). The teacher does not try to arrange innovative and creative management for their teaching and learning situations. Meanwhile, creativity is essential for the learning process. Creativity in choosing techniques helps teachers in adjusting diverse student learning techniques, and creating comfortable learning atmosphere for the students.

c. Lack of understanding towards 2013 curriculum

Indonesian government determines 2013 curriculum as national curriculum for Indonesian education system. There are some differences between the last curriculum (KTSP) with 2013 curriculum. It makes the teachers feel confused enough. In 2013 curriculum, the learning process is student-centered. Meanwhile, there are still many schools which is teacher-centered. The teacher is still the biggest control in the class. The teacher mostly used direct instruction and was the centre of attention in the learning process (Kerimbaeva et.al., 2016: 6723)

Beside that, Prawiro (2019: 173) states that the teachers of vocational school face some difficulties in understanding 2013 curriculum. The teacher said that it is really difficult to teach English by using 2013 curriculum, because they only have 2 hours a week to teach the students. Meanwhile the material of English subject is difficult. So it needs many times to make the students understand the material well. There are also many texts, such as narrative text, procedure text, report texts, etc that has long sentences and many paragraphs.

In addition, the teachers state that they have to use e-learning or IT. It means that the teachers have to update the material and form of student's work that are appropriate with current curriculum procedures (Shinta, 2018: 42). It is quite difficult for them to apply technology in learning process.

d. Assessing and evaluating the student's learning

Assessment is process of assessing the student's result in learning. Assessment can be reflection of the learning goals that want to be achieved. The teacher still emphasized on daily test for measuring the student's comprehension of the subject. The teacher still focuses on

summative assessments and does not have enough knowledge and skill to implement the new assessment system (Akbar, 2015: 396). It can be said that the teacher's focus is still on student's performance on exams rather than their performance in real situations. The teacher does not use different testing methods.

B. Previous Study

Before this research was done, there are several related studies with this research. The previous study of this research are :

The first previous research was conducted by Agwin Darwiyanti (2019) from The State Islamic Institute of Surakarta, the research entitled “Descriptive Study of Teacher’s Professional Competence in Teaching English as Foreign Language at SMP Lazuardi Kamila Global Islamic School in Academic Year 2019/2020”. The result of this study is that the teacher applied professional competence to teach English as foreign language in Kamila GIS. Teachers already meet the criteria as professional teachers based on the data that has been displayed with professional teacher indicators.

There are some similarities between the research from Agwin with this research. The similarities are the topic of the research about teacher’s professional competence of English teacher; using descriptive qualitative

as research design; using interview, and document for collecting the data; and using triangulation for analyzing the data.

Despite the similarities, there are any differences between her research with this research, such as : (1) The subject of this research are two English teachers, while her research subject is only one English teacher (2) the place of the research, from her research, the sample is a private school which uses two curricula, namely 2013 curriculum and Cambridge International Primary Program. While the sample of this research is state school, which use 2013 curriculum only.

The second previous study was conducted by Syamsinar and Baso Jabu (2015) from State University of Makassar, the research entitled “The Problems in Professional Competence of Teachers in Teaching English Subject at Vocational High Schools”. The result of the research is that English teachers of Vocational school in Gowa, Sulawesi found some problems in teaching English. The researchers suggest the government facilitate vocational high school teachers with education training of ESP knowledge.

There are some similarities between the research from Syamsinar and Baso Jabu with this research. The similarities are, the topic of the research about the problems in professional competence of English teachers, using qualitative data, descriptive qualitative as research design, and using interview, and questionnaire for collecting data.

Despite the similarities, there are any differences between their research and this research, such as : (1) the sample of the research, from their research, the sample is vocational school teacher, but this research is junior high school teacher. (2) the place of the research, Syamsinar and Baso Jabu use two vocational schools in Gowa, that are SMKN 1 Somba Opu and SMKN 2 Somba Opu. But this research is only focused on one place, which is SMPN 1 Selogiri, Wonogiri.

The third previous study was conducted by Nurul Azhar (2016) from Alauddin State Islamic University of Makassar, the research entitled "THE ENGLISH TEACHERS' COMPETENCIES IN THE ENGLISH AS A FOREIGN LANGUAGE LEARNING AT MA MADANI ALAUDDIN PAO-PAO, GOWA, SOUTH SULAWESI". The finding of this research is the pedagogical competence between two teachers in MA Madani Alauddin was on different levels. The existence of pedagogical and professional competence in English teachers in MA Madani Alauddin could be put on average.

There are some similarities between the research from Nurul Azhar and this research. The similarities are the topic of the research about English teacher's competence, using interview for collecting data, and using descriptive qualitative as research design. Despite the similarities, there are any differences between her research and this research, such as : (1) the sample of the research, from her research, the sample is an English

teacher of an Islamic school, but in this research, the sample is an English teacher of general state school. (2) the topic of the research, from her research the topic is pedagogy competency and professional competency, but this research is focused on professional competence.

The last previous study was conducted by Ali S.M. Al-Issa (2017) from Marion Engin, Sheffield Hallam University, UK, the research entitled “QUALITIES OF THE PROFESSIONAL ENGLISH LANGUAGE TEACHER EDUCATOR: IMPLICATIONS FOR ACHIEVING QUALITY AND ACCOUNTABILITY”. The finding of this research are participants hold perceptions about the professional ELT TE as an empowering educator and one who has strong disciplinary knowledge. Empowering educators includes empowering ST's affection/cognition, empowering ST's academic knowledge, and empowering ST's professional development. While strong disciplinary knowledge includes English language knowledge, pedagogic content knowledge, and professional development knowledge.

There are some similarities between the research and this research. The similarities are the topic of the research about the qualities of professional English teachers, using qualitative method, and using triangulation as the trustworthiness. Despite the similarities, there are any differences between his research and this research, such as : (1) the sample of the research, from his research, the sample is ELT practitioners or

knowledge professional from 23 countries that have different qualifications, but in this research, the sample is English teacher from one school that has same qualification (2) the data collection of the research, from his research the data collection is gotten from 3 International ELT conferences (Far East, Europea, and Middle East), but this research is focused in the one school.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher focused on professional competence, and the problems in the professional competence of English teacher at SMPN 1 Selogiri. This research uses descriptive qualitative research. Creswell states “Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem” (1998: 15). Meanwhile, Sugiyono argued that qualitative research is used for researching the object’s condition naturally, where the researcher is the key instrument (2015).

Based on the definition above, the researcher applied descriptive qualitative research. The purpose of this method is to describe the fact or phenomenon happen in the school, especially the English teacher. The researcher will describe the professional competence of English teachers.

B. Research Setting

The setting of this research was divided into the place of the research and time of the research.

1. Place of the research

This research was conducted at SMPN 1 Selogiri. It is located on Jl. Gunung Wijil Kaliancar Selogiri, Wonogiri. E-mail of

SMPN 1 Selogiri is smpnselogiri@yahoo.co.id. The website is www.smpn1selogirisch.id.

SMPN 1 Selogiri is a favorite school in Wonogiri. It has 30 classes. SMPN 1 Selogiri is National Standard School that has ‘A’ accreditation from the government. SMPN 1 Selogiri has good quality, both from the teacher and the students.

2. Time of the research

The researcher conducted the research from June until November 2020. This research was conducted in the English teaching-learning. The complete of the setting of this research include planning, data collecting, data analysis, and reporting as stated in the table below.

No.	Activity	Month						
		May	June	July	Aug	Sept	Oct	Nov
1.	Planning							
2.	Data Collection							
3.	Data Analysis							
4.	Reporting							

C. Subject of Study

The subjects of research were two English teachers of SMPN 1 Selogiri that teach in the different grade (first and third grade). The researcher focused on professional competence. The English teachers of SMPN 1 Selogiri are Mrs. C, and Mrs. E.

D. The Techniques of Collecting Data

In qualitative research, the researcher herself is the instrument so the researcher should have the theory and wide insight into what is being researched. Then to get a deep understanding of the object of the research, the researcher should use some techniques of collecting data simultaneously (Sugiyono, 2015:15). Therefore, there were four techniques used in this research namely observation, interview, questionnaire, and document.

1. Observation

Observation is a technique to collect the data in the research. In the observation, the researcher observes the field conditions to be researched or investigated. Observation is useful to assist the researchers in ensuring the data that has been obtained. Observation is the basis of a study. Through observation, researchers can find out the actual condition of the object and the field under study without any cover. Faisal in Sugiyono (2015: 310) said there

were 3 kinds of observations, those are participatory observation, direct or subtle observation, and unstructured observation.

In this case, the researcher uses direct or subtle observation. First, the researcher expressed her desire to make observations at the location of SMPN 1 Selogiri. Researchers meet with the Principal to ask permission, then meet the object of research, the English teacher at SMPN 1 Selogiri. After that, the researcher conveys what will be studied at SMPN 1 Selogiri. Finally, researchers make observations naturally.

2. Interview

An interview is a collecting data technique to obtain in-depth data. By using the interview, the researcher will ask some questions to the respondent related to the research topic. Esterberg in Sugiyono (2002) said there are three kinds of interview, they are structured interview, semi-structured interview, and unstructured interview (2015: 319).

In this research, the researcher uses structured interview. First, the researcher prepares some questions. Then, the researcher interviews with the participants. The question is the same between one respondent and other participants. Finally, the researcher writes the answer. The researcher brings the instruments of the interview to help the documentation. The instruments are tape recorder,

notebook, interview guideline, and camera. The interview was conducted from June 2020.

3. Questionnaire

Questionnaire is technique of collecting data by giving a set of questions to the respondent. Questionnaire consist of two kinds, they are closed questionnaire and open-ended questionnaire. In a closed question, the possible answer are set out in the questionnaire or schedule and the respondent tick the category that best describes the respondent's answer. Meanwhile, in an open-ended question, the possible response are not given. In this case of questionnaire, the respondent writes down the answer in his/her words (Ranjit, 2011:120)

In this technique, the researcher uses open-ended questionnaire. The researcher will give the questionnaire to the respondents and ask them to answer it. The questionnaire is online questionnaire by using google form. The respondents are two teachers. The researcher shares the link to the respondents.

4. Document

Document is record of event that have already passed. Documents in the form of writing, drawing, or other monumental works (Sugiyono, 2015: 329). In qualitative research, document is

important to collect the data. Document makes the research's result is more credible.

In this technique, the researcher needs documentation to get information about the teacher's professionalism with teacher's certification then to get the materials from the teacher's such as lesson plan (RPP) and syllabus.

E. The Techniques of Analyzing Data

To analyze the data, the researcher uses data reduction, data display, conclusion drawing. In the data reduction, the researcher summarizes and selects important data. This is to provide clearer data and make it easier for researchers to conduct further data collection (Sugiyono, 2015: 338). After reducing the data, the researcher displays the data. Data display aims to make it easier to understand what is happening and to plan further activities. The data presented by researchers in the form of narrative descriptions or texts. And the last step is to conclude existing data. The conclusion of the data will answer the questions from the problem formulation which is about professional competence, and the problems in the professional competence of English teachers at SMPN 1 Selogiri.

F. The Trustworthiness of the Data

This research is conducted by applying qualitative research, therefore, is concerned with the trustworthiness. The data or information is

taken from observation, interview, questionnaire, and document. To see whether the research findings are credible or not, it should be checked.

The checking of this research findings used triangulation. In this research, the researcher used triangulation of techniques. Techniques triangulation means checking the data using different data collection techniques from the same sources (Sugiyono, 2015: 373). For instance, in collecting the data, the researcher use interview, and while others use observation, questionnaire, and document. It aims to get detailed and specific information in accordance with the research objectives. In this way, the researcher collects and examines the data about the professional teacher of English teachers at SMPN 1 Selogiri through observation, interview, questionnaire, and document.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of observation, interview, and questionnaire about professional competence, and the problems in professional competence of English teacher at SMP N 1 Selogiri.

A. Research Finding

This chapter presents the research finding. The objective of the research are 1) describing professional competence of English teachers at SMP Negeri 1 Selogiri 2) describing the problem the professional competence of English teachers at SMP Negeri 1 Selogiri.

1. Professional competence of English teachers at SMP Negeri 1 Selogiri :

a. Understand student's motivation

When the researcher ask about how teachers know student's motivation, the teacher stated "*presensi dan laporan/hasil tugas*" (the result of teacher's questionnaire. Her name is Ms. C on Tuesday, November 10th, 2020). Other teacher stated that she know student's motivation also from student's attendance and student's homework. "*Saya biasanya mengadakan sharing dengan anak-anak. Untuk kondisi sekarang dilihat dari absensi dan pengumpulan tugas mereka.*"

(the result of teacher's questionnaire. Her name is Ms. E on Tuesday, November 10th, 2020).

Based on the statements above, it can be concluded that teachers know the student's motivation is from student's attendance (in whatsapp) and reports or results of assignments. Because the learning process is carried out online, teachers can only assess students through interactions using internet access. The teacher assumes that if students are diligent in their presence, and collect the assignments given, the students have motivation to learn.

b. Understand student's learning needs

When the researcher asked about what learning resources that teacher use to support the learning process, the teacher stated "*Sumber belajar saya menggunakan yang utama LKS sama buku paket mbak*". Moreover, Ms. C stated that she uses information in newspaper. Ms. C gives new vocabulary to the students.

"Kalau saya, media yang digunakan misalnya berita yang ada di koran, di media sosial yang mungkin update saat ini. Kan bahasa inggris pengembangannya banyak sekali. Misalkan ada istilah-istilah...." (the result of teacher's interview. Her name is Ms. C on Wednesday, June 24th 2020).

Same with Ms. C, Ms. E also uses student's worksheet and textbook for learning resources. "*Itu LKS, Paket. Terus saya juga menggunakan internet*". Then Ms. E stated that she uses learning media to support learning process.

"LKS. Google room juga bisa mbak. Terus sama peer teaching, kaya menempel-nempel gitu lho mbak. Buat bagan terus kegiatannya menempel-nempel gitu." (Ms. E, interviewed on Monday, June 29th 2020).

In addition, when the researcher ask teachers how the teacher appreciates students, Ms. C stated she gives praise and chocolate to appreciate students learning. Students who get best score will be given chocolate by the teacher. "*Memberi pujian. Pernah memberi coklat untuk yang dapat nilai bagus.*" (the result of questionnaire. Her name is Ms. C on November 10th, 2020).

Other teacher stated that she gives praise, applause, and good score to appreciate student's work, "*banyak cara yang bisa dilakukan. Seperti memberi applause, pujian, dan nilai yang bagus.*" (Questionnaire of Ms. E on November 10th, 2020).

Based on those results, the conclusion is teachers provide the learning resource and learning media to students. Teachers also give reward to students who get best score in

class. Beside that, teachers always praise and appreciate student's hard work. It means teachers meet student's physical needs and psychological needs.

When the researcher asked the teacher whether she makes observation during learning (offline learning), the teachers stated "*Ya*". (the result of questionnaire. Her name is Ms. C on November 10th, 2020). Other teacher also stated that she also do observation during learning process. "*Ya, pasti.*" (the result of questionnaire. Her name is Ms. E on November 10th, 2020). Based on those questionnaire result, it can be concluded that teachers do observation during learning process. By doing this, teachers will know what the student's needs, difficulties, and motivations.

From the results above, teachers know student's needs. Teachers provide what students need in learning process. Those needs are physical and psychological needs. Teachers also do observation to observe the students needs.

c. Have enough ability in theoretical and practical

When the reseacher ask about how teachers explain difficult material, the teacher stated that "*Pertama pakai kamus dulu. Kemudian kata-kata yang sulit saya tulis di papan tulis dan mereka cari artinya di kamus. Setidaknya*

ada gambaran. Kemudian saya terangkan pelan-pelan. Bisa 2-3 kali sampai siswa paham.” (Ms. C, interviewed on Wednesday, June 24th 2020).

The other teacher stated that, *“Biasanya arti mbak. Kalau nggak paham arti kan susah ya mbak. Jadi saya buat dictionary kecil. Jadi setiap hari mengumpulkan 20 kata, nanti disetorkan. Dinilai.”* (Ms. E, interviewed on Monday, June 26th 2020).

From the statements above, it can be concluded that the teacher's ways to present the difficult learning material is find the meaning of english vocabulary. The students have to know what the Indonesian of the vocabulary.

During online learning, teachers explain the learning material by using whatsapp. Ms. C stated that she use voice note to present the material. *“Dengan voice note (karna pjj).”* (the result of teacher's questionnaire. Her name is Ms. C on Tuesday, November 10th, 2020). Meanwhile Ms. E stated that she share the material and asks students to comprehend the material by themselves. *“Kalau pjj, saya hanya mengirim materi dan meminta mereka mempelajari sendiri.”* (the result of teacher's questionnaire. Her name is Ms. E on Tuesday, November 10th, 2020). Based on the

questionnaires, the conclusion is during online-learning, teachers utilize whatsapp to explain and share the learning material to students.

From those statements, it can be concluded that the difficulties in english learning is student's vocabulary lackness. In presenting difficult material, teacher explain the meaning of each vocabulary to the students. In addition, during online-learning, teachers use whatsapp to share the material. First teachers use voice note to explain the material, meanwhile second teacher just shares the material and asks the students to read the material.

d. Know the needs of education user

When the researcher ask about does the teacher do meeting wih school committe, the teacher stated that "*pernah*" (the result of teacher's questionnaire. Her name is Ms. C on Tuesday, November 10th, 2020). Other teacher also stated that she do not meet with school committee yet, "*ya, pernah*" (the result of teacher's questionnaire. Her name is Ms. E on Tuesday, November 10th, 2020). Based on those statements, the conclusion is teachers will know what users of education want. Teachers know what to expect from users of education. Meetings with the school committee

were held to listen to the wishes and expectations of education users, including parents / guardians of students, teachers, and school officials.

e. Be able to use variety of learning method and techniques

According to the result of interview, when the researcher asked to the teacher how they choose the learning technique, the teacher chooses the learning technique that are adjusted it with the characteristic of students. “*Ya pemilihannya disesuaikan dengam kondisi kelas saat itu juga. Karena saya kan mengajar 4 kelas ya, karakteristik anak kan beda-beda.*” (The result of teacher’s interview. The name is Ms. C on Wednesday, June 24th, 2020).

Same with Ms. C, Ms. E stated that “*Biasanya saya memilih sesuai RPP mbak. Tinggal sedikit saya sesuaikan dengan karakter siswa disekolah ini.*” (the result of teacher’s interview. Her name is Ms. E on Monday, June 26th 2020).

Based on questionnaire, when the researcher asked about what the learning technique used by teacher, Ms. C stated “*Ceramah. Tapi karna sekarang pjj jadi pakai WA. Membagi materi di grup, dan saya rekam suara lalu saya kirim.*” (the result of questionnaire. Her name is Ms. C, on

November 10th, 2020). Other teacher, Ms. E stated “*untuk sekarang pjj saya menggunakan whatsapp. Saya kirim materinya ke siswa*” (the result of questionnaire. Her name is Ms. E, on November 10th, 2020). The conclusion of questionnaire result is teachers just use whatsapp to deliver the learning material during online-learning.

From those statements, it can be concluded that teachers choose learning technique by considering student’s characteristics. Teachers can change the learning technique to meet the different learning styles and characteristics of students. But, during online-learning, the teacher cannot do much. Due to sudden changes, teachers find it difficult to adapt to the new learning model. So the teacher only uses simple techniques in learning such as sending material to students then asking students to study the material, and explaining a little of the material to students using the voice note feature on WhatsApp.

- f. Having abilities in listening and communicating (spoken and written)

Based on interview result, the teacher stated that there is making journal agenda which held by MGMP. But, the

teacher does not make it by themselves yet. *“Untuk saat ini kalau jurnal pernah ada. Tapi ya di MGMP juga. Tapi kalau secara pribadi, belum.”* (The result of teacher’s interview. The name is Ms. C on Wednesday, June 24th, 2020). Other teacher stated that she makes article, but does not make journal yet. *“Kalau jurnal belum, baru artikel.”* (the result of teacher’s interview. Her name is Ms. E on Monday, June 26th 2020).

When the researcher ask about how the teachers discuss with their peers related to the subject they teach, the teacher stated that *“face to face/ WA”* (the result of teacher’s questionnaire. Her name is Ms. C on Tuesday, November 10th, 2020).

Meanwhile, Ms. E stated that she discuss about subject with her peers directly, because they still meet each other in the school. But sometimes, she also send message to her peers. *“karna saya dan teman-teman bisa bertemu di sekolah, saya biasanya akan berdiskusi di sekolah. Kadang juga pakai chat.”* (the result of teacher’s questionnaire. Her name is Ms. E on Tuesday, November 10th, 2020).

Based on those statements, it can be concluded that teachers having ability in listening and communication. Teachers hold discussions with their peers regarding the subjects they teach. The discussion is carried out in person, or via chat. In the discussion, of course the teacher must have the ability to listen to the opinions of other teachers. In addition, teachers must also have the ability to convey their opinions. With this discussion, of course the teacher has the ability to listen and communicate orally. However, teachers do not have the ability to communicate in writing. Teachers have never conveyed their ideas or knowledge in writing (journal) by themselves.

g. Know how to apply the lesson material in real life

When the researcher asked about how the teacher teach the material so that it can be applied real life, the teacher stated *“Berbicara menggunakan bahasa Inggris sederhana saat pelajaran. Dan menggunakan topik yang sedang update.”* (the result of teacher’s questionnaire. Her name is Ms. C on Tuesday, November 10th, 2020). The teacher asked the students to speak using English in learning process though it’s just simple. Beside

that, the teacher uses current topic so that the students understand what the teacher means.

Other teacher stated "*saya kaitkan dengan kehidupan sehari hari. Seperti mengucapkan salam dengan orang-orang sekitar dalam bahasa inggris.*" (the result of teacher's questionnaire. Her name is Ms. E on Tuesday, November 10th, 2020). The teacher use topic that relate to student's daily life, so that the students can apply the material in their life.

Based on the statements above, it can be concluded that teacher links the subject matter with the student's life, so that students can apply the material in their daily life. The teacher ask the student to speak using English such as greeting, thanking, congratulating, etc. beside that, the teacher use current topic that relate to student's life.

- h. Have an open mind to allow students to develop their individual interests

Based on questionnaire, the teacher stated that she use learning technique that suit with student's interests. Beside that, she accepts student's different opinion during discussion. "*Menggunakan teknik yang sesuai minat siswa. menerima pendapat siswa yang berbeda ketika*

diskusi.” (the result of teacher’s questionnaire. Her name is Ms. C on Tuesday, November 10th, 2020). The teacher realize students have different interests.

Other teacher stated “*Saya menggunakan model pembelajaran yang disesuaikan dengan minat mereka. Misalnya mengajak siswa membuat seni menempel (peer teaching) dengan materi bahasa inggris di dalamnya.*” (the result of teacher’s questionnaire. Her name is Ms. E on Tuesday, November 10th, 2020). The teacher uses learning model that suit with students interests. The teacher tries to utilize student’s interests in learning process.

Based the results, the conclusion is the teachers have open mind to allow the students to develop their individual interests. Teachers realize that every student has their own interest. Teachers even utilize the students interest in learning process to support their learning.

- i. Have a desire to enrich their knowledge and continue their studies

When the researcher ask about how the teacher enrich their knowledge, the teacher stated that “*baca referensi/ media masa/medsos.*” (the result of teacher’s

questionnaire. Her name is Ms. C on Tuesday, November 10th, 2020). The other teacher stated “*baca buku, mengikuti MGMP, dan melihat di internet.*” (the result of teacher’s questionnaire. Her name is Ms. E on Tuesday, November 10th, 2020).

Based on interview, when the researcher asked about what the professional development that teacher follow it, Ms. C stated that she attend workshop. “*Saya mengikuti workshop, seminar, kalau yang mengadakan dari MGMP atau dari rayon.*” (Ms. C, interviewed on Wednesday, June 24th 2020).

The other teacher stated that professional development that she follows is workshop. “*Itu biasanya seminar, buat artikel.*” (Ms. E, interviewed on Monday, June 29th 2020). Moreover, she states that she follows it for three times. “*Pengembangan diri ikut, kan untuk naik pangkat. Biasanya pengembangan diri itu 3x, saya ikut 3x*”.

From the statements above, the conclusion is teachers try to enrich their knowledge by reading some references. Teachers read book or informations in social media and internet. Beside that, from the interview results, the teachers

also join and attend professional development. Those professional developments are MGMP, and workshop.

j. Have the ability to evaluate learning programs

When the researcher asked about how the teacher evaluate the student's learning, the teacher stated that "*Dikoreksi/ penilaian langsung (jika telp)*" (the result of teacher's questionnaire. Her name is Ms. C on Tuesday, November 10th, 2020). Because in this pandemic the process of learning is online, the teacher evaluate the student's learning by giving homeworks. The teacher just check it, then give the score to the students.

The other teacher stated that "*dengan ulangan, dan memberi PR.*" (the result of teacher's questionnaire. Her name is Ms. C on Tuesday, November 10th, 2020). The teacher evaluate student's learning by using homework and daily tests.

From the statements above, the conclusion is teachers evaluate student's learning by checking the student's homeworks and tests. Because during a pandemic, the learning and evaluation process is limited. In the lesson plan it is also written if the assessment is obtained from the written test results and students attendance. So the teachers

use presence, homework score, and daily test results to evaluate the student's learning.

Table 4.1 The table of coding (Coding of The Result of Interview and Questionnaire).

Informant	Code	Result of coding	Indicator
Mrs. C (Teacher 1) : T1 Mrs. E (Teacher 2) : T2	PCET	Professional Competence of English Teacher	1. Student's motivation 2. Student's learning needs 3. Theoretical and practical ability 4. Education user's needs 5. Variety of learning method and techniques 6. Listening and communicating ability. 7. Lesson material in real life 8. Student's interest 9. Knowledge and studies 10. Evaluate learning programs ability

Table 4.2 Axial Coding (Interview and Questionnaire with Mrs. C and Mrs. E)

No.	Name	Code	Indicator	Data
1.	T1	PCET	Understand student's motivation	<i>Presensi dan laporan/hasil tugas.</i> (Questionnaire result on Tuesday, November 10 th , 2020)
	T2			<i>Saya biasanya mengadakan sharing dengan anak-anak. Untuk kondisi sekarang dilihat dari absensi dan pengumpulan tugas</i>

				<p><i>mereka.</i> (Questionnaire result on Tuesday, November 10th, 2020)</p>
2.	T1	PCET	Understand student's learning needs	<p>a. <i>Sumber belajar saya menggunakan yang utama LKS sama buku paket mbak.</i> (interviewed on Wednesday, June 24th 2020)</p> <p>b. <i>Kalau saya, media yang digunakan misalnya berita yang ada di koran, di media sosial yang mungkin update saat ini. Kan bahasa inggris pengembangannya banyak sekali. Misalkan ada istilah-istilah....</i> (interviewed on Wednesday, June 24th 2020)</p> <p>c. <i>Memberi pujian. Pernah memberi coklat untuk yang dapat nilai bagus.</i> (the result of questionnaire on November 10th, 2020).</p> <p>d. When the researcher asked the teacher do they observe their students durin learning process, <i>Ya</i> (the result of</p>

				questionnaire on November 10 th , 2020)
	T2			<p>a. <i>Itu LKS, Paket. Terus saya juga menggunakan internet.</i> (interviewed on Monday, June 29th 2020)</p> <p>b. <i>LKS. Google room juga bisa mbak. Terus sama peer teaching, kaya menempel-nempel gitu lho mbak. Buat bagan terus kegiatannya menempel-nempel gitu.</i> (interviewed on Monday, June 29th 2020).</p> <p>c. <i>banyak cara yang bisa dilakukan. Seperti memberi applause, pujian, dan nilai yang bagus.</i> (Questionnaire on November 10th, 2020).</p> <p>d. When the researcher asked the teacher do they observe their students durin learning process, <i>Ya, pasti</i> (the result of questionnaire on November 10th, 2020)</p>
3	T1		Have enough ability in theoritical and practical	<p>a. <i>Pertama pakai kamus dulu. Kemudian kata-kata yang sulit saya tulis di papan tulis dan mereka cari artinya di kamus. Setidaknya ada</i></p>

		PCET		<p><i>gambaran. Kemudian saya terangkan pelan-pelan. Bisa 2-3 kali sampai siswa paham.</i> (interviewed on Wednesday, June 24th 2020).</p> <p>b. <i>Dengan voice note (karna pjj).</i> (the result of teacher's questionnaire on Tuesday, November 10th, 2020)</p>
	T2			<p>a. <i>Biasanya arti mbak. Kalau nggak paham arti kan susah ya mbak. Jadi saya buat dictionary kecil. Jadi setiap hari mengumpulkan 20 kata, nanti disetorkan. Dinilai.</i> (interviewed on Monday, June 26th 2020).</p> <p>b. <i>Kalau pjj, saya hanya mengirim materi dan meminta mereka mempelajari sendiri.</i> (the result of teacher's questionnaire on Tuesday, November 10th, 2020).</p>
4.	T1	PCET	Know the needs of education users	<p>When the researcher asked the teacher do they have meeting with school committee,</p> <p><i>Pernah</i> (on Tuesday, November 10th, 2020)</p>
	T2			When the researcher asked

				<p>the teacher do they have meeting with school committee,</p> <p><i>ya, pernah</i> (on Tuesday, November 10th, 2020)</p>
5.	T1	PCET	Be able to use variety of learning method and techniques	<p>a. <i>Ya pemilihannya disesuaikan dengan kondisi kelas saat itu juga. Karena saya kan mengajar 4 kelas ya, karakteristik anak kan beda-beda.</i> (The result of teacher's interview on Wednesday, June 24th, 2020)</p> <p>b. <i>Ceramah. Tapi karna sekarang pjj jadi pakai WA. Membagi materi di grup, dan saya rekam suara lalu saya kirim.</i> (the result of questionnaire on November 10th, 2020)</p>
	T2			<p>a. <i>Biasanya saya memilih sesuai RPP mbak. Tinggal sedikit saya sesuaikan dengan karakter siswa disekolah ini.</i> (the result of teacher's interview on Monday, June 26th 2020).</p> <p>b. <i>Untuk sekarang PJJ saya menggunakan whatsapp. Saya kirim</i></p>

				<i>materinya ke siswa.</i> (the result of questionnaire on November 10 th , 2020)
6.	T1	PCET	Having abilities in listening and communicating (written and spoken)	a. <i>Untuk saat ini kalau jurnal pernah ada. Tapi ya di MGMP juga. Tapi kalau secara pribadi, belum.</i> (the result of teacher's interview on Wednesday, June 24 th , 2020)
	T2			b. <i>Face to face/WA</i> (the result of teacher's questionnaire on Tuesday, November 10 th , 2020).
				a. <i>Kalau jurnal belum, baru artikel</i> (the result of teacher's interview on Monday, June 26 th 2020).
				b. <i>karna saya dan teman-teman bisa bertemu di sekolah, saya biasanya akan berdiskusi di sekolah. Kadang juga pakai chat.</i> (the result of teacher's questionnaire on Tuesday, November 10 th , 2020).
7.	T1	PCET		<i>Berbicara menggunakan bahasa Inggris sederhana saat pelajaran. Dan menggunakan topik yang sedang update.</i> (the result of teacher's

			Know to apply the lesson material in real life	questionnaire on Tuesday, November 10 th , 2020)
	T2			<i>Saya kaitkan dengan kehidupan sehari-hari. Seperti mengucapkan salam dengan orang-orang sekitar dalam bahasa Inggris.</i> (the result of teacher's questionnaire on Tuesday, November 10 th , 2020).
8.	T1	PCET	Have an open mind to allow students to develop their individual interests	<i>Menggunakan teknik yang sesuai minat siswa. Menerima pendapat siswa yang berbeda ketika diskusi.</i> (the result of teacher's questionnaire on Tuesday, November 10 th , 2020).
	T2			<i>Saya menggunakan model pembelajaran yang disesuaikan dengan minat mereka. Misalnya mengajak siswa membuat seni menempel (peer teaching) dengan materi bahasa Inggris di dalamnya.</i> (the result of teacher's questionnaire on Tuesday, November 10 th , 2020).
9.	T1	PCET		a. <i>baca referensi/media masa/medsos.</i> (the result of teacher's questionnaire on Tuesday, November 10 th , 2020). b. <i>Saya mengikuti workshop, seminar, kalau yang</i>

			Have a desire to enrich their knowledge and continue their studies.	<p><i>mengadakan dari MGMP atau dari rayon.</i> (interviewed on Wednesday, June 24th 2020).</p>
	T2			<p>a. <i>Baca buku, mengikuti MGMP, dan melihat di internet.</i> (the result of teacher's questionnaire on Tuesday, November 10th, 2020).</p> <p>b. <i>Itu biasanya seminar, buat artikel.</i> (interviewed on Monday, June 29th 2020).</p> <p>c. <i>Pengembangan diri ikut, kan untuk naik pangkat. Biasanya pengembangan diri itu 3x, saya ikut 3x.</i> (interviewed on Monday, June 29th 2020).</p>
10.	T1	PCET	Have the ability to evaluate the learning programs	<p><i>Dikoreksi/penilaian langsung (jika telp.)</i> (the result of teacher's questionnaire on Tuesday, November 10th, 2020).</p>
	T2			<p><i>dengan ulangan, dan memberi PR.</i> (the result of teacher's questionnaire on Tuesday, November 10th, 2020)</p>

2. The problems in professional competence of English teachers at SMP Negeri 1 Selogiri :

a. Arranging Lesson Plan

According to interview, teachers did not make lesson plan by themselves. They got the lesson plan from MGMP where is the lesson made together, so that the learning contained in the lesson plan will be the same from one school to another. *“RPP biasanya melalui MGMP. Terus diatur. Misal pembelajaran 1 dari sub rayon 1, pembelajaran sub 2 dari rayon 2, dan seterusnya. Terus nanti dikumpulkan. Jadi nanti sama 1 Wonogiri. Jadi pembelajaran e sama.”* (Ms. E, interview on Monday, June 29th 2020).

The other teacher state that the lesson plan is made by MGMP, then teachers reproduce it. Teacher’s way to convey the material to students is adjusted to the characteristics in each school. *“Selama ini kalau dari pengalaman saya, itu kan dari MGMP sudah ada. Jadi kami koordinasi dengan MGMP, kemudian diperbanyak. Kemudian nanti penyampaianya ke siswa disesuaikan dengan karakteristik yang ada disini.”* (Ms. C, interview on Wednesday, June 24th 2020).

Based on those statements, the conclusion is that teachers does not make lesson plans independently. The lesson plan requires collaboration with teachers from other schools through MGMP. The lesson plan is the result of teacher's discussion in Wonogiri.

b. Choosing learning technique

According to the result of interview, when the researcher asked to the teacher how she choose the learning technique, the teacher chooses the learning technique that are adjusted it with the characteristic of students. "*Ya pemilihannya disesuaikan dengan kondisi kelas saat itu juga. Karena saya kan mengajar 4 kelas ya, karakteristik anak kan beda-beda.*" (The result of teacher's interview. The name is Ms. C on Wednesday, June 24th, 2020).

According to the result of interview, the teacher stated that she chooses learning technique based on lesson plan and adapted to the characteristics of students. "*Biasanya saya memilih sesuai RPP mbak. Tinggal sedikit saya sesuaikan dengan karakter siswa di sekolah ini.*" (the result of teacher's interview. Her name is Ms. E on Monday, June 26th 2020).

In the lesson plan, steps of learning process are the teacher checks student's attendance, then explain the learning goals to the students. Before shares the material, the teacher should explain the point of the learning material that day. Next, the teacher shares the learning material by using whatsapp. The learning material used can in the form of video, power point, microsoft word, or pdf. Students ask to read or watch the material, and understand the material by themselves. In closing, the teacher and the students make conclusion of today's learning. The teacher also gives a homework to the students.

Based on the observation, Mrs. C opened the learning process by greeting the students. Then Mrs. C asked students to presents in whatsapp group. Mrs. C gives one hour for students to do attendance. Then, Mrs. C started the learning process. In this learning process, Mrs. C used 'voice note' to communicate with students. Mrs. C asked students to open their book. Mrs. C explained the learning material that focused on the vocabulary. Mrs. C explained the meaning of vocabularies in the book. Last, the teacher gave homework to students.

In Mrs. E class, the opening of learning process is checking attendance. Mrs. E asked the students to do attendance by using whatsapp or google classroom. Then, Mrs. E shared the learning material to students. The learning material in the google classroom. Mrs. E asked students to read the text, and recorded it. Then the record is sent to Mrs. E in whatsapp group.

Based on all the statements, it can be concluded that the teachers choose the technique that are adjusted it with the characteristic of students. But because of online learning, teachers used same technique. Teachers used the learning technique that is written on the lesson plan. They check student's attendance, then share the learning materials, give homework, and closing. Learning process that change suddenly makes the teachers not ready. There are no choice for teachers to use other learning technique because of pandemic.

c. Lack of understanding towards 2013 curriculum

2013 curriculum emphasizes student-centered learning. Based on the result of interview, the center of learning process is 50:50. It means that both teacher and students are active in the class, *"Ya tidak 100% teacher*

centered, tetapi juga tidak 100% student centered. Jadi 50:50 lah.” (The result of teacher’s interview. The name is Ms. C on Wednesday, June 24th, 2020).

Other teacher stated that the learning process is still not fully student-centered, because junior high school students still need to be guided. “Ya setengah-setengah mbak. Kalau anak SMP kan masih belum bisa berjalan sendiri.” (The result of teacher’s interview. The name is Ms. E on Monday, June 26th, 2020).

Beside that, teachers still find it difficult to use lesson hours effectively. Especially if the learning material is difficult. “*Kadang teorinya itu terlalu tinggi untuk anak, sehingga kurang bisa diimplementasikan ke pembelajaran. Kemudian ketika kita ingin mengimplementasikan di pelajaran, jamnya yang tidak nuntut.*” (The result of teacher’s interview. The name is Ms. C on Wednesday, June 24th, 2020).

In 2013 curriculum, many learning materials related to the text. It can be said that 2013 curriculum is text-based approach. Based on the result of the interview, English teachers have difficulty explaining the material. The teacher said that the reading material was too much. “*Kalau saya,*

bacaan terlalu banyak itu lho mbak. Itu saya kalau mau menjelaskan agak bingung mbak. Sekarang kan reading terlalu banyak...” (The result of teacher’s interview. The name is Ms. E on Monday, June 29th, 2020).

According to the results above, it can be concluded that teachers still find it difficult to explain a lot of text material in 2013 curriculum. Because the student’s find it difficult to comprehend the lesson material about texts. Teachers need more time to explain the material, so two hours a week is considered insufficient.

d. Assessing and evaluating the student’s learning

According to teacher’s interview, the teacher did not give a special schedule for students evaluation, *“Evaluasi siswa saya batasi harus habis topic. Jadi kalau misalkan saya habis menerangkan ini, biar anak ingat ya langsung saat itu juga atau besok gitu. Jadi tidak ada penjadwalan khusus. Jadi harus sekian kali itu tidak. Kalau saya spontanitas bisa, kadang juga saya beri waktu.”* (Ms. C interview on Wednesday, June 24th, 2020)

The other teacher stated that, *“Evaluasi biasanya ulangan tertulis dan lisan.”* (The result of teacher’s interview. The name is Ms. E on Monday, June 29th, 2020).

It means that the teacher use written and spoken test to evaluate the student's learning.

In lesson plan, during online learning, the evaluation is carried out only to obtain a score. Assessment of student competencies is carried out by assessing attitudes, knowledge, and assignments. Attitude assessment is obtained through journals and observations. The teacher looks at student attendance, and student activity in the group. For the assessment of knowledge obtained through tests, and homework. The homework given is related to the material sent by the teacher.

Based on the statements above, it can be concluded that teachers focus on student's performance on exams rather than their performance in real situations. The teacher does not use different testing methods. During a pandemic, the scoring system focuses on daily assignments and tests. The absence of face-to-face learning also creates difficulties, such as the teacher not knowing whether students pay attention to the class group during the learning process. In addition, in this situation teachers are not able to assess students' skills other than through homework. So, evaluation

and assessment are only obtained through homework and tests.

Table 4.3 The table of coding (Coding of The Result of Interview and Questionnaire).

Informant	Code	Result of coding	Category/Topic
Mrs. C (Teacher 1) : T1 Mrs. E (Teacher 2) : T2	PPC	Problem in Professional Competence of English Teacher	<ol style="list-style-type: none"> 1. Arranging lesson plan 2. Chosing learning techniques 3. Lack of understanding 2013 curriculum 4. Assessing and evaluating the student's learning

Table 4.4 Axial Coding (Interview and Questionnaire with Mrs. C and Mrs. E)

No	Name	Code	Category/Topic	Data
1.	T1	PPC	Arranging lesson plan	<i>Selama ini kalau dari pengalaman saya, itu kan dari MGMP sudah ada. Jadi kami koordinasi dengan MGMP, kemudian diperbanyak. Kemudian nanti penyampaiannya ke siswa disesuaikan dengan karakteristik yang ada disini. (interview on Wednesday, June 24th 2020).</i>
	T2			<i>RPP biasanya melalui MGMP. Terus diatur. Misal pembelajaran 1 dari sub rayon 1, pembelajaran sub 2 dari rayon 2, dan seterusnya. Terus nanti dikumpulkan. Jadi nanti sama 1 Wonogiri. Jadi pembelajaran e sama. (interview on Monday, June 29th 2020).</i>
2.	T1	PPC		<i>Ya pemilihannya disesuaikan dengam kondisi kelas saat itu juga. Karena saya kan mengajar 4 kelas ya, karakteristik anak kan beda-beda.</i>

			Chosing learning techniques	(The result of teacher's interview on Wednesday, June 24 th , 2020).
	T2			<i>Biasanya saya memilih sesuai RPP mbak. Tinggal sedikit saya sesuaikan dengan karakter siswa di sekolah ini.</i> (the result of teacher's interview on Monday, June 26 th 2020).
3.	T1	PPC	Lack of understanding 2013 curriculum	a. <i>Ya tidak 100% teacher centered, tetapi juga tidak 100% student centered. Jadi 50:50 lah.</i> (The result of teacher's interview on Wednesday, June 24 th , 2020).
	T2			b. <i>Kadang teorinya itu terlalu tinggi untuk anak, sehingga kurang bisa diimplementasikan ke pembelajaran. Kemudian ketika kita ingin mengimplementasikan di pelajaran, jamnya yang tidak nuntut.</i> (The result of teacher's interview on Wednesday, June 24 th , 2020).
				a. <i>Ya setengah-setengah mbak. Kalau anak SMP kan masih belum bisa berjalan sendiri.</i> (The result of teacher's interview on Monday, June 26 th , 2020).
				b. <i>Kalau saya, bacaan terlalu banyak itu lho mbak. Itu saya kalau mau menjelaskan agak bingung mbak. Sekarang kan reading terlalu banyak...</i> (The result of teacher's interview on Monday, June 29 th , 2020).
4.	T1	PPC	Assessing and evaluating the student's learning	<i>Evaluasi siswa saya batasi harus habis topic. Jadi kalau misalkan saya habis menerangkan ini, biar anak ingat ya langsung saat itu juga atau besok gitu. Jadi tidak ada penjadwalan khusus. Jadi harus sekian kali itu tidak. Kalau saya spontanitas bisa, kadang juga saya</i>

				<i>beri waktu.</i> (interview on Wednesday, June 24 th , 2020)
	T2			<i>Evaluasi biasanya ulangan tertulis dan lisan.</i> (The result of teacher's interview on Monday, June 29 th , 2020).

Based on the results above, the researcher found that both Teacher 1 and Teacher 2 have ten professional competences. First is the teachers understand student's learning motivation from student's attendance and assignments during online-learning. Second is the teacher know student's learning needs. Third is teachers have ability in theoritical and practical. Fourth is know the needs of education user. Fifth is be able to use variety methods and techniques. Sixth is the teacher having ability in listening and communicating. Seventh is teachers know how to apply the lesson material in real life. Eight is teachers have open mind to allow students to develop their individual interest. Nineth is have a desire to enrich their knowledge. Tenth is have the ability to evaluate learning programs.

The second findings is both teacher 1 and teacher 2 have problems in professional competence. The first problems is arranging lesson plan. The lesson plan that is used by the teachers is the discussion's results of all teachers in Wonogiri. The teachers did not make it by themselves. Second problems is choosing learning technique. Because of pandemic, the teachers used same technique. There are some challenges in conducting

online-learning. The third problem is lack of understanding 2013 curriculum. The results is teachers find it difficult to explain a lot of text materials to students. It needs more than two hours to explain those materials. The last problem is assessing and evaluating student's learning. During the pandemic, both teacher 1 and teacher 2 use daily assignments and tests to evaluate the result of student's learning. teachers can not assess student's skill other than through homework and test.

B. Discussion

This part presents the discussion of the research findings. There are two research questions proposed in this study. The discussion focuses on the finding of the one proposed research question. The discussion is about the professional competence of English teachers at SMP N 1 Selogiri and the problems in professional competence.

1. Professional competence of English teachers at SMP Negeri 1 Selogiri

As professional force, teachers have to master professional competence. Merriam in Suyanto & Djihad (2012: 52-53) states that there are some competences that should be owned by teachers, which are : (a) Understand student's motivation, (b) Understand student's learning needs, (c) Have enough ability in theoretical and practical, (d) Know the needs of education user, (e) Be able to use variety of learning method and techniques, (f) Having abilities in

listening and communicating, (g) Know how to apply the lesson professional material in real life, (h) Have an open mind to allow students to develop their individual interests, (i) Have a desire to enrich their knowledge and continue their studies, (j) Have the ability to evaluate learning programs. In this case, English teachers of SMP N 1 Selogiri master several professional competences. Those professional competences are following:

The first is understand student's motivation. It means that teachers have to know what makes students excited about learning. Suyanto & Djihad (2012: 75) state that students who are motivated to learn are considered to be able to learn faster, because there is no compulsion in learning.

Based on questionnaire, teachers know the student's motivation is from student's attendance (in whatsapp) and reports or results of assignments. Because the learning process is carried out online, teachers can only assess students through interactions using internet access. The teacher assumes that if students are diligent in their presence, and collect the assignments given, the students have motivation to learn.

The second is understand student's learning needs. It means that teachers provide students learning needs. Based on interview, the teacher provide student's psychical needs, such as module,

textbook, and student's worksheet. Teachers also provide student's psychological needs, such as praise, and reward. Teachers also do observation to observe the students needs. It means that teachers know student's needs. Teachers provide what students need in learning process.

The third is have enough ability in theoretical and practical. It means that teachers have to comprehend the learning material and be able to deliver the learning material, includes difficult material. Based on interview, the main problem is from student's vocabulary lackness. The teacher's ways to present the difficult learning material is find the meaning of english vocabulary. The students have to know what the Indonesian of the vocabulary. In addition, during online-learning the teacher not be able to explain the material well.

The fourth is know the needs of education user. It means that teachers know what users of education want. Education user is not only teacher and students, but also parents of students. Based on questionnaire results, teachers hold meeting with school committee. Meetings with the school committee were held to listen to the wishes and expectations of education users, including parents / guardians of students, teachers, and school officials. Teachers will

know what users of education want. Teachers know what to expect from users of education.

The fifth is be able to use variety of learning method and techniques. It means the teacher does not only use one technique, but can use various techniques creatively. Saeed & Jafar (2016: 57) state that a teacher should update their teaching methods, and try to make English lesson livelier so that the students would enjoy English language lesson.

Based on interview, teachers use technique that is adjusted with student's characteristic. But during online-learning, teachers did not use variety of learning technique. Teachers only use simple techniques in learning such as sending material to students then asking students to study the material, and explaining a little of the material to students using the voice note feature on WhatsApp. The evaluation is conducted by giving homework and daily-test to the students.

The sixth is having abilities in listening and communicating (spoken and written). It means that teacher must have ability in communicating. Suyanto and Djihadi (2012: 84-86) state that teacher should have ability in writing, research, and communicating.

Based on interview, teachers do not have the ability to communicate in writing. Teachers have never conveyed their ideas or knowledge in writing (journal). Based on questionnaire, teachers having ability in listening and communication. Teachers hold discussions with their peers regarding the subjects they teach. The discussion is carried out in person, or via chat. In the discussion, of course the teacher must have the ability to listen to the opinions of other teachers. In addition, teachers must also have the ability to convey their opinions. With this discussion, of course the teacher has the ability to listen and communicate orally.

The seventh is know how to apply the lesson material in real life. It means the teacher should make the students to apply the lesson material into their daily lives. Afrianto (2018:10) states that the teacher can simplify the concept, make an analogy to things around the students, or relate the concept to things the students are familiar with it. By using analogy, students can imagine what they are learning, and can apply it in their real life. Relate the concept to the things that students are familiar with it also helps students to understand the learning material quickly. Beside that, students also know what the relationship between the subject matter with their lives.

Based on teacher's questionnaires, teacher links the subject matter with the student's life, so that students can apply the material in their daily life. The teacher ask the student to speak using English such as greeting, thanking, congratulating, etc. Beside that, the teacher use current topic that relate to student's life.

The eight is have an open mind to allow students to develop their individual interests. It means that the teacher provides opportunities for students to learn in their own way. Suyanto and Djihad (2012: 64) state that the teacher must adapt his teaching style to the student's learning style which is known from the results of previous observations.

Based on teacher's questionnaire, the teachers have open mind to allow the students to develop their individual interests. Teachers realize that every student has their own interest. Teachers even utilize the students interest in learning process to support their learning.

The nineth is have a desire to enrich their knowledge and continue their studies. It means that teachers always try to improve their knowledge and abilities. Improve knowledge and abilities can be done by reading books, scientific journals, and scientific articles. Dewi (2018: 6) states that read relevant publications can develop professional competence. Beside that, the teacher can also join

professional development to improve their abilities. Tanang & Abu (2014: 34) state that professional development is considered a medium for teachers to elevate their knowledge and skills in teaching.

Based on questionnaire, teachers try to enrich their knowledge by reading some references. Teachers read book or informations in social media and internet. Beside that, from the interview results, the teachers also join and attend professional development. Those professional developments are MGMP, and workshop.

The tenth is have the ability to evaluate learning programs. It means that teachers be able to evaluate, and assess the student's learning. Griffin & Nix in Suyanto and Djihad (2012: 222) state that evaluations are always preceded by an assessment or measurement.

Based on teacher's questionnaires, teachers evaluate student's learning by checking the student's homeworks and tests. Because during a pandemic, the learning and evaluation process is limited. In the lesson plan it is also written if the assessment is obtained from the written test results and students attendance. So the teachers use presence, homework score, and daily test results to evaluate the student's learning.

2. The Problems in Professional Competence of English Teacher at SMP N 1 Selogiri.

In teaching English, the teachers face some problems related to professional competence. Karimbaeva states that there are some problems faced by English teachers in professional competence, which are : (a) Arranging the lesson plan, (b) Choosing learning technique, (c) Lack of understanding towards 2013 curriculum, (d) Assessing and evaluating the student's learning. In this case, the English teachers of SMP N 1 Selogiri face several problems. Those problems are following:

The first is arranging lesson plan. Prawiro (2019: 175) states that the teachers feel difficult to understand or make a good lesson plan. The teacher knows her weakness in creating good lesson plan. She said that lesson plan gives effect to the teaching process.

According to the interview, teachers does not make lesson plans independently. The lesson plan requires collaboration with teachers from other schools through MGMP. The lesson plan is the result of teacher's discussion in Wonogiri.

The second is choosing learning technique. Kerimbaeva et.al., (2016: 6722) argued that teacher is lack of creativity in choosing techniques, and just follow the steps that are provided in

the lesson plan. The teacher does not try to arrange innovative and creative management for their teaching and learning situations.

Based on the result of the interview, the teachers choose the technique that are adjusted it with the characteristic of students. Based on observation, because of online learning, teachers used same technique. Teachers used the learning technique that is written on the lesson plan. They are checking attendance, then share the learning materials, give homework, and closing. Learning process that change suddenly makes the teachers not ready. There are no choice for teachers to use other learning technique because of pandemic.

Third is lack of understanding towards 2013 curriculum. Prawiro (2019: 173) states that the teachers difficult to teach English by using 2013 curriculum, because they only have 2 hours a week to teach the students. Meanwhile the materials of English subject is difficult. So it needs many times to make the students understand the material well. There are also many texts, such as narrative text, procedure text, report texts, etc that have long sentences and many paragraphs.

Based on the result of interview, the teachers teachers still find it difficult to explain a lot of text material in 2013 curriculum. Because the student's find it difficult to comprehend the lesson

material about texts. Teachers need more time to explain the material, so two hours a week is considered insufficient.

Fourth is assessing and evaluating the student's learning. Akbar (2015: 396) states that the teacher still focuses on summative assessments and does not have enough knowledge and skill to implement the new assessment system. Their focus is still on student's performance on exams rather than their performance in real situations.

Based on interview, the teachers assess and evaluate the student's learning by using test. The teachers give a daily test to the students. In addition, the teachers also give homeworks. The teacher did not have specific time to give the evaluation for the students.

Based on observation during online-learning, the scoring system also focuses on daily assignments and tests. The absence of face-to-face learning also creates difficulties, such as the teacher not knowing whether students pay attention to the class group during the learning process. In addition, teachers are not able to assess student's skills other than through homework because of online-learning. So, evaluation and assessment are only obtained through homework and tests.

Based on the explanation above, the researcher found professional competence of English teacher were understand

learning motivation, understand student's learning needs, have enough ability in theoretical and practical, know the needs of education user, be able to use variety of learning method and techniques, having abilities in listening and communicating, know how to apply the lesson material in real life, have an open mind to allow students to develop their individual interests, have a desire to enrich their knowledge and continue their studies, and have the ability to evaluate learning programs.

The researcher also found the problems in professional competence of English teacher were arranging the lesson plan, choosing learning technique, lack of understanding towards 2013 curriculum, assessing and evaluating the student's learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusion of this research. After conducted the research in SMP N 1 Selogiri, the researcher found there are : (1) Ten professional competences, (2) Four problems in professional competence of English teacher.

First, understand student's motivation. It means that teachers know what makes students excited about learning. Second, understand student's learning needs. It means that teachers provide students learning needs. Third, have enough ability in theoretical and practical. This means that teachers comprehend the learning material and be able to deliver the learning material, includes difficult material. Fourth, know the needs of education user. It means that teachers know what users of education want. Fifth, be able to use variety of learning method and techniques. This means the teacher does not only use one technique, but can use various techniques creatively. Sixth, having abilities in listening and communicating (spoken and written). It means that teacher have ability in communicating. Seventh, know how to apply the lesson material in real life. This means the teacher makes the students to apply the lesson material into their daily lives. Eighth, have an open mind to allow students to

develop their individual interests. It means that the teacher provides opportunities for students to learn in their own way. Ninth, have a desire to enrich their knowledge and continue their studies. It means that teachers always try to improve their knowledge and abilities. Tenth, have the ability to evaluate learning programs. This means that teachers be able to evaluate, and assess the student's learning.

On the other hand, the problems in professional competence were arranging lesson plan, choosing learning technique, lack of understanding towards 2013 curriculum, and assessing and evaluating the student's learning. The problem in arranging lesson plan refers to the teachers have not been able to make lesson plans independently. The problem in choosing learning technique means that the teachers still feel difficult to find the suitable technique for diversity students. Lack of understanding towards 2013 curriculum means the teachers do not comprehend yet about learning concept of 2013 curriculum. The problem in assessing and evaluating the student's learning refers to the teachers assess and evaluate the student's learning by using test.

B. Suggestions

Based on the conclusion above, the researcher would like to suggest as follow:

1. For the students

The students should multiply their vocabulary, so they can understand what the teacher explains. They can also better understand the meaning of the material in learning English.

2. For the teacher

The teachers must increase the knowledge related to the subjects they teach. Teachers need to read a lot of new things, and discuss with other teachers to find problems and solutions in teaching English. Teachers also need to understand matters relating to subjects, such as the foundation of education, curriculum, and subject matter properly. So that the teacher will be able to master the class and the learning process well.

3. For the other researcher

The researcher realize that this thesis is still imperfect. There are still many aspects to be observed more. The researcher expected that there will be another researcher who will observe another case of teacher's problem in professional competence, especially English teacher. Hopefully this research will be useful as reference to their thesis.

4. For the school

The school should give individually trainings for the teachers in order to make better progress of English learning process, and make the teachers be able to master ICT and apply it into learning process.

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APPENDICES

APPENDIX 1

FIELD NOTE

Observation 1

Day/Date : Wednesday, October 14th 2020
Time : 08.00-09.00 WIB
Class : IX
Teacher : Ms. Christina Winarni
Place : Class 9A
Theme : Congratulating (Vocabulary)

In this observation, researcher observed learning process during online learning because of covid-19. Researcher entered to class with the teacher. Then, the teacher prepared the online learning's needs, such as handphone, and book. In this learning, there are no students who came to the school. The teacher used WhatsApp as learning media during online learning.

Before the teacher started the learning, the teacher asked the students for attendance via group on WhatsApp. The students typed their name in the group. This means the students are present and participate in the learning process. This learning process was carried out for one hour, so the teacher gave 1 hour to do attendance. The teacher will assume the students are absent if absent in the afternoon or evening for no apparent reason.

The learning process is carried out by using voice note fitur on whatsapp. The teacher sent the voice note to the students on group. First, the teacher greeted the students. The teacher asked the students to open their book. Then, the teachers explained the lesson material. The lesson material that was chosen by the teacher focused on vocabulary. The teacher explained the meaning of the vocabulary, such as '**step forward**', '**back forward**', and

‘closest meaning’. After finished explaining the material, the teacher close the lesson by saying goodbye to students. After that, the teacher asked the students to answer the question in the book. This assignment was submitted for a maximum of 1x24 hours. The teacher asked the students to send their assignments in photo form. For checking the assignments, the teacher calls the students. The teacher will ask the students about the answer of the question. If the students do not finish their assignment yet, or the students do not understand the question, the teacher will explained again.

Observation 2

Day/Date : Thursday, October 15th 2020

Time : 08.00-09.00 WIB

Class : VII

Teacher : Ms. Emi

Place : Aula bawah

Theme : Greeting

The researcher entered the room and then followed the online learning process carried out by the teacher. This online learning is not through video calls such as zoom or video calls on WhatsApp. The teacher also did not use the voice note feature to explain the material. The teacher only sent the material via Microsoft Sway. The material is in the form of reading related to the material of the day, namely greetings.

First, the teacher asked students to do attendance the whatsapp group. After half the students attend in online-learning, the teacher then shared the link of lesson material to the students in the WhatsApp group. Students are asked to study the material by themselves. Then, the teacher shared a link for student assignments related to the material that has been previously shared. Students are asked to read the text in a book entitled "**Good morning, my friends**". Students record their reading results and then send them in the group. After that, the teacher gave a written assignment. The assignment is in the form of questions on the google form. Students are asked to work on these questions on google form. When students finished working on them, the student's scores come out immediately so they know the scores for their assignments.

Observation 3

Day/Date : Wednesday, October 21st 2020

Time : 08.00-09.00 WIB

Class : IX

Teacher : Ms. Christina Winarni

Place : Laboratorium

Theme : Congratulating

In this observation, researchers followed teachers who carried out online-learning. Learning is carried out in the science laboratory. Teachers prepare things needed for PJJ, such as cellphones and books. In this lesson, the teacher did not use any applications other than WhatsApp. The teacher also doesn't use the voice note feature in the whatsapp application.

First, the teacher greets students and asks students to be absent from the whatsapp group. Students then return to greet the teacher. That way the teacher can know that the student is already present in this distance learning. After several students were absent, then the teacher gave assignments to students. The task was in the form of compiling random sentences related to congratulating material. After sorting the sentences into good and correct sentences, then the teacher asks students to translate them into Indonesian. The teacher typed the assignment question and sent it to the WhatsApp group.

The teacher gives two assignments to students. For the second assignment, the teacher asked students to rewrite the text of multiple choice question contained in the book which was then translated into Indonesian. Students are also asked to answer the multiple choice questions. Both

assignments are asked to be done on a sheet of folio paper and written by the students. Students also respond to the assignment quite actively.

Observation 4

Day/Date : Thursday, November 12nd 2020

Time : 08.00-09.00 WIB

Class : VII

Teacher : Ms. Emi

Place : -

Theme : Things in the classroom

In this observation, the researcher only observed through the interaction of the teacher and students in the WhatsApp group. Because the learning process is online, it can only be observed through the application. The teacher used WhatsApp and Microsoft Sway during this online-learning.

First, the teacher asked students to do attendance from the group. Students then respond to the teacher by greeting the teacher. After that, the teacher sent a link to the material '**things in the classroom**' and asked students to record the material into an English notebook. After that, the teacher asked students to answer the questions contained in the LKS. The teacher asked students to take pictures of the answers and then sent them to the teacher.

APPENDIX 2

BLUEPRINT

INTERVIEW

**BLUE PRINT WAWANCARA ‘MASALAH DALAM KOMPETENSI
PROFESIONAL GURU’**

Aspek	No	Persyaratan	Pertanyaan wawancara	Item Soal	Jumlah Soal
Kompetensi Profesional Guru	1.	Menguasai materi, struktur, konsep, dan pola pikir ilmiah yang mendukung mata pelajaran yang diampu.	1) Bagaimana guru membuat RPP 2) Bagaimana guru menyampaikan materi pembelajaran 3) Apa saja media pembelajaran yang digunakan guru untuk mendukung proses pembelajaran	1,2,3	3
	2.	Menguasai standar kompetensi dan kompetensi dasar mata pelajaran atau bidang yang diampu.	1) Bagaimana tahap-tahap proses pembelajaran di kelas bahasa Inggris yang guru ampu 2) Apa teknik/metode yang digunakan guru	4,5	2
	3.	Mengembangkan profesionalisme secara berkelanjutan dengan	1) Apakah guru pernah membaca jurnal ilmiah	6,7,8,9	4

		mengambil tindakan reflektif.	<p>terkait dengan materi pelajaran yang diampu</p> <p>2) Apakah guru pernah membuat jurnal ilmiah yang berhubungan dengan mata pelajaran yang diampu</p> <p>3) Apakah guru mengikuti workshop dan pelatihan guru?</p> <p>4) Apakah guru melakukan diskusi dengan sesama guru terkait mata pelajaran yang diampu</p>		
4.		Memanfaatkan teknologi informasi dan komunikasi untuk berkomunikasi dan mengembangkan diri.	<p>1) Apakah guru menggunakan teknologi selama proses pembelajaran</p> <p>2) Apakah guru menggunakan teknologi untuk menemukan inovasi</p>	10,11,12	3

			pembelajaran 3) Apakah guru bergabung dengan diskusi online dengan guru lain di internet		
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APPENDIX 3

BLUEPRINT

QUESTIONNAIRE

BLUE PRINT KUESIONER ‘MASALAH DALAM KOMPETENSI PROFESIONAL GURU’

Nama :

Kelas yang diampu :

A. Tujuan

Penelitian ini bertujuan untuk memperoleh informasi tentang kompetensi profesional guru dan masalah dalam kompetensi profesional guru.

B. Petunjuk Pengisian Kuesioner

1. Tulislah identitas anda secara lengkap
2. Bacalah kuesioner dengan seksama sebelum menuliskan jawaban
3. Ketik jawaban pada kolom jawaban yang telah disediakan.
4. Adapun jawaban bersifat uraian atau terbuka. Responden dapat menjawab sesuai dengan keadaan responden dengan bebas.
5. Atas bantuan dan kerjasama anda, kami mengucapkan banyak terimakasih.

No	Indikator	Pertanyaan	Jawaban
1	Memahami motivasi siswa	1) Bagaimana guru mengetahui motivasi belajar siswa 2) Bagaimana guru menciptakan lingkungan pembelajaran yang meningkatkan semangat belajar siswa	.....
2	Memahami kebutuhan belajar siswa	1) Apakah guru melakukan observasi selama pembelajaran 2) Bagaimana cara guru memberikan apresiasi terhadap siswa	.....
3	Memiliki kemampuan yang cukup tentang teori dan praktik	1) Bagaimana cara guru menjelaskan materi pelajaran kepada siswa	.....
4	Mengetahui kebutuhan masyarakat para pengguna pendidikan	1) Apakah guru pernah melakukan pertemuan dengan komite sekolah	.....
5	Mampu menggunakan beragam metode dan teknik pembelajaran	1) Apa metode atau teknik pembelajaran yang digunakan guru dalam mengajar	.....
6	Memiliki keterampilan mendengar dan berkomunikasi (lisan dan tulisan)	1) Bagaimana cara guru berkomunikasi dengan siswa 2) Bagaimana cara guru berdiskusi dengan teman sejawat 3) Apakah guru pernah membuat	.....

		jurnal atau artikel	
7	Mengetahui bagaimana menggunakan materi yang diajarkan dalam praktik kehidupan nyata	1) Bagaimana cara guru mengajarkan materi agar dapat diterapkan dalam kehidupan nyata	.....
8	Memiliki pandangan yang terbuka untuk memperkenalkan siswa mengembangkan minatnya masing-masing	1) Bagaimana cara guru memanfaatkan minat siswa ke dalam proses pembelajaran	.....
9	Memiliki keinginan untuk terus memperkaya pengetahuannya dan melanjutkan studinya	1) Bagaimana cara guru meningkatkan pengetahuan tentang mata pelajaran yang diampu 2) Apakah guru membaca jurnal terkait mata pelajaran yang diampu	.....
10	Memiliki kemampuan untuk melakukan evaluasi suatu program pembelajaran	1) Bagaimana cara guru mengevaluasi hasil belajar siswa	.....

APPENDIX 4

INTERVIEW

RESULT OF TEACHER'S INTERVIEW

R (Reseacher) : Nadia Amalia
T1 (Teacher 1) : Ms. Christina Winarni, S.Pd
Date : Wednesday, June 24th 2020
Time : 08.00-08.30 WIB
Place : Teacher's office
Code : R (Researcher) and T1 (Teacher 1)

R	“Selamat pagi ibu.”
T1	“Selamat pagi.”
R	“Ijinkan saya untuk memperkenalkan diri. Nama saya Nadia Amalia, jurusan Pendidikan Bahasa Inggris semester 8 dari IAIN Surakarta. Saya ingin meminta informasi kepada ibu tentang kompetensi profesional guru. Tentang masalah-masalah apa saja yang dialami guru. Ngoten.”
T1	“Oke siap.”
R	“Untuk pertama mohon ibu menjelaskan profil jenengan, lulusan dari mana, terus sudah berapa lama mengajar disini?”
T1	“Siap. Saya Christina Winarni. Guru disini sejak tahun 1983, sehingga sudah sekitar 36 tahun disini. Lulusan dari Unwida (Universitas Widya Darma), di Klaten. S1. Kemudian masa kerja akan segera berakhir akhir tahun depan. Mengajar bahasa Inggris untuk saat ini di kelas 8 dan 9.”
R	“Baik. Begini bu, kan kalau guru profesional pasti sudah sertifikasi, untuk proses sertifikasi guru berapa lama nggih bu? Dan prosesnya bagaimana?”
T1	“Saya kebetulan pada waktu itu belum sarjana ketika ada program sertifikasi.

	Maka saya menunggu usia 50 tahun, sehingga saya mendapatkan sertifikasi setelah berusia 50 tahun. Dan sarjana saya, saya dapatkan setelah saya mendapatkan sertifikasi. Karna memang guru diwajibkan S1.”
R	“Apakah proses sertifikasi pada masa ibu mudah atau sulit?”
T1	“Sangat mudah. Lancar. Tidak terkendala apapun.”
R	“Apakah ibu mengikuti pengembangan diri seperti workshop, seminar, ngoten?”
T1	“Saya mengikuti workshop, seminar, kalau yang mengadakan dari MGMP atau dari rayon. Kalau mengikuti seminar di luar pada saat itu kan terkendala dengan jam kerja.”
R	“Untuk pengembangan diri di MGMP modelnya seperti apa bu? Untuk materinya seperti apa bu?”
T1	“Ya lengkap. Ada inovasi pembelajaran, kemudian meningkatkan kualifikasi guru dalam mengajar, dalam membuat perangkat pembelajaran. Jadi memang materinya beraneka ragam karena sudah diadakan berulang kali. Kadang ada beberapa kali pertemuan. Misalkan hari ini ada program apa, berapa kali pertemuan. Besok lagi ada program apa, dan berapa kali pertemuan. Dan diadakan setiap selasa kalau bahasa inggris. Jadi menunggu ketika guru gak ada jam. Kan kalau guru bahasa inggris longgarnya hari selasa.”
R	“Oh berarti itu per mata pelajaran nggih bu?”
T1	“Iya. Per mata pelajaran. Dan itu disesuaikan dengan jam kosong guru.”
R	“Lalu untuk ibu pernah mengikuti pembuatan jurnal apa tidak bu?”
T1	“Untuk saat ini kalau jurnal pernah ada. Tapi ya di MGMP juga.”
R	“Untuk SMP 1 Selogiri ini menggunakan kurikulum apa nggih bu?”
T1	“Kurikulum terbaru. Kurtilas. Kan sudah serentak. Semua SMP kan wajib menggunakan kurikulum terbaru. Sebelumnya kan pakai ktsp.”
R	“Lalu, untuk kesulitan atau kendala njenengan dalam menerapkan K13 apa bu?”
T1	“Kalau itu di pengaplikasian rpp mbak. Kendalanya...satu, soal capability anak. Kadang teorinya itu terlalu tinggi untuk anak, sehingga kurang bisa

	diimplementasikan ke pembelajaran. Kemudian ketika kita ingin mengimplementasikan di pelajaran, jamnya yang tidak nuntut.”
R	“Oh berarti jamnya yang masih kurang nggih bu?”
T1	“Kalau kurang dan tidak kan fleksibel. Kadang bisa dipercepat, kadang bisa diulur waktunya. Kalau menurut saya sebenarnya sudah pas. Cuma kalau untuk detail sesuai dengan rpp kadang terkendala dengan situasi dan kondisi.”
R	“Untuk pembuatan lesson plan atau rancangan pembelajaran itu prosesnya bagaimana bu? Dan cara memilih materinya pripun?”
T1	“Selama ini kalau dari pengalaman saya, itu kan dari MGMP sudah ada. Jadi kami koordinasi dengan MGMP, kemudian diperbanyak. Kemudian nanti penyampaiannya ke siswa disesuaikan dengan karakteristik yang ada disini.”
R	“Untuk implementasi dari RPP, apakah selalu sesuai dengan RPPnya bu?”
T1	“Kalau mutlak 100% itu ya tidak. Jadi kan mengingat situasi juga. Situasi psikologis anak, situasi jam pelajaran juga. Kadang kan antara teori dan praktik tidak selalu 100% bisa dijalankan.”
R	“Lalu untuk tujuan pembelajaran, njenengan menyampaikannya bagaimana bu?”
T1	“Ya diawal. Saya sampaikan topiknya apa. Dikasih contoh-contohnya, lalu saya kasih latihan.”
R	“Untuk sumber belajar yang digunakan apa saja bu?”
T1	“Sumber belajar saya menggunakan yang utama LKS sama buku paket mbak.”
R	“Kalau medianya apa saja yang digunakan bu?”
T1	“Kalau saya, media yang digunakan misalnya berita yang ada di koran, di media sosial yang mungkin update saat ini. Kan bahasa inggris pengembangannya banyak sekali. Misalkan ada istilah-istilah. Misalkan sars, atau covid-19. Jadi saya lebih banyak menyampaikan yang ada kaitannya dengan masyarakat yang update. Jadi situasi dan kondisi yang update saat ini. Ya memang di rpp gak ada, tapi kita bisa menggunakan pengembangan disitu.”
R	“Lalu untuk penggunaan teknologi pernah gak bu?”

T1	“Teknologi di sini disediakan. Tapi karna faktor usia, kurang bisa memaksimalkan penggunaan. Jadi ada LCD itu disediakan di beberapa kelas, seperti kelas 9. Tetapi untuk penggunaannya karna kemampuan saya yang terbatas yaa, terus saya kurang enjoy ya pakai itu. Saya lebih suka pakai yang konvensional. Karena mungkin saya guru yang udah lama jadi lebih enjoy pada tatap muka. Kalau guru-guru yang jaman sekarang mungkin lebih condong pakai IT.”
R	“Kendala dalam penggunaan media apa bu?”
T1	“Kendalanya ya saya tidak menggunakan teknologi dalam pembelajaran, karena tidak terlalu menguasai mbak.”
R	“Untuk kegiatan pembelajaran apakah selalu di kelas bu?”
T1	“Kalau kelas saya iya.”
R	“Kalau untuk pemilihan teknik/metode pembelajarannya priapun bu?”
T1	“Ya pemilihannya disesuaikan dengan kondisi kelas saat itu juga. Karena saya kan mengajar 4 kelas ya, karakteristik anak kan beda-beda. Misal di kelas A saya menggunakan teknik ini bisa, kalau kelas B saya menggunakan metode B kurang pas mungkin saya rubah sedikit. Jadi ada yang ditambah, ada yang dikurangi. Istilahnya mix and match.”
R	“Kalau untuk 1 kelas sendiri selalu pakai metode yang sama atau nanti ganti-ganti bu?”
T1	“Ya metodenya kan lebih banyak ke ceramah, lebih banyak ke penugasan. Kalau bahasa Inggris kan seperti itu. Terus praktik, ya dalam skala yang sederhana seperti dialog, sapaan setiap kali masuk kan sudah termasuk pengembangan dalam pembelajaran juga. Dan memberi pertanyaan spontan ke anak-anak, begitu.”
R	“Oh, inggih. Lalu untuk proses pembelajaran masih teacher centered apa sudah student centered bu?”
T1	“Ya tidak 100% teacher centered, tetapi juga tidak 100% student centered. Jadi

	50:50 lah.”
R	“Jadi siswa sendiri apakah sudah aktif atau masih pasif bu?”
T1	“Ya ada yang aktif, ada yang pasif. Beragam itu. Untuk kelas saya, karena saya senior ya dan rada galak, mereka untuk keaktifan bisa dibilang 75% aktif. Jadi yang tidak aktif hanya beberapa saja. Mungkin segan ya. Cara saya meng <i>handle</i> mereka, karena saya sudah senior dan sudah berpengalaman.”
R	“Lalu cara njenengan agar siswa aktif bagaimana bu?”
T1	“Saya kasih pertanyaan mbak. Saya utamakan yang pasif dulu. Misalkan, ayo mas A ini jawabannya apa? Ayo mas atau mbak, ini baca. Saya usahakan semua siswa itu bersuara dan terlihat.”
R	“Kalau bahasa Inggris lebih banyak teori apa praktik bu?”
T1	“Iya kalau bahasa Inggris lebih banyak teori. Kalau praktik paling nanti dialog, sapaan, pertanyaan spontan. Karena kalau satu per satu atau grup kan menyita waktu. Kalau praktik juga tertulis. Jadi tidak maju satu per satu gitu. Paling kalau saya misal PR gitu saya minta anak-anak maju ke depan untuk menuliskan jawaban. Nanti ada poin tersendiri untuk anak yang mau maju.”
R	“Kemudian, pembelajaran bahasa kan digunakan untuk berkomunikasi ya bu termasuk bahasa Inggris. Tapi untuk siswa SMP juga ada teori. Bagaimana cara ibu menyeimbangkan dua hal itu?”
T1	“Ya kalau untuk dikelas ndak bisa maksimal, karena materinya terlalu banyak. Ya paling nanti komunikasinya kita lebih banyak ke bahasa Indonesia. Paling 30% bahasa Inggris, 70%nya lebih ke bahasa Indonesia. Kendalanya kan anak-anak susah belajar vocab.”
R	“Untuk pemberian tugas atau latihan gitu bagaimana bu?”
T1	“Tugas biasanya saya suruh mengerjakan LKS mbak. Mereka tak suruh memahami teks di LKS. Nanti pertemuan selanjutnya saya minta jawab pertanyaannya secara lisan, atau saya suruh translate teksnya. Kadang cuma baca teksnya, tapi pronounnya harus bener. Siswanya saya tunjuk secara acak. Intinya

	siswa harus paham teksnya mbak.”
R	“Untuk penerimaan siswa terhadap materi bagaimana bu? Apakah siswa dapat menerima materi dengan baik atau ada beberapa masalah?”
T1	“Kalau saya sendiri, anak itu bisa dibilang 70% bisa. Tapi ya ada beberapa yang kurang bisa menerima karena beberapa faktor, seperti mereka tidak tertarik bahasa Inggris. Ada yang mengatakan susah. Tulisan dan cara baca beda, kadang anak merasa rancu disitu. Ada yang sekali diterangkan langsung paham, tapi ada yang 2-3 kali masih tidak paham. Tapi ya bagaimana kita bisa memaksimalkan kemampuan guru dalam mengajar untuk memandu anak-anak supaya tidak ketinggalan dengan temannya.”
R	“Biasanya untuk mengatasi anak yang sulit menerima, solusinya njenengan apa bu?”
T1	“Ya solusinya dideketin. Pertama melakukan pendekatan. Yang kedua, diberi soal tersendiri. Remidi dengan soal yang standarnya agak diturunkan, jadi tidak sesulit yang lain.”
R	“Baik. Kalau pas ada materi yang sulit, cara njenengan menyampaikan materinya bagaimana bu?”
T1	“Pertama pakai kamus dulu. Kemudian kata-kata yang sulit saya tulis di papan tulis dan mereka cari artinya di kamus. Setidaknya ada gambaran. Kemudian saya terangkan pelan-pelan. Bisa 2-3 kali sampai siswa paham.”
R	“Inggih bu. Oh iya bu, kalau ada siswa yang ngeyel cara njenengan untuk mengatasi mereka bagaimana bu?”
T1	“Kalau ngeyel biasanya gini..Misalkan dia bertanya dan sudah saya jawab tapi anak tersebut masih belum puas, saya ya secara sportif saja. Dia saya suruh mencari jawaban, dan saya juga berusaha mencari jawaban ke sejawat yang nanti bisa saya komunikasikan. Jadi sama-sama. Jadi misal ngeyel ya saya mencari referensi, trus bertanya pada teman sejawat yang <i>capability</i> -nya lebih dari saya. Begitu.”

R	“Untuk disini ada siswa nakal tidak bu?”
T1	“Kalau nakal, senakal-nakalnya anak SMP sini itu tidak seperti yang lain. Kita kan termasuk sekolah favorit ya. Di sini kan pilihan pertama dulu. Tapi ya nakal ya ada. Bolosan, tidak mau mengerjakan PR, kemudian kalau diberi tugas malah tidak dikerjakan gitu ya ada. Itu manusiawi ya.”
R	“Lalu cara njenengan ngasih tahunya priapun bu?”
T1	“Untuk ngasih tahu anak jaman sekarang dengan pendekatan. Gak perlu dibentak-bentak. Ya kalau orang Jawa ‘dijupuk rasane’. Jadi saya deketi, gimana, kendalanya apa, seperti itu. Kemudian saya bombong. Kepercayaan dirinya justru saya naikkan. Saya justru tidak <i>under-estimate</i> terhadap mereka. Saya puji mereka walaupun peningkatannya hanya sedikit, tapi setidaknya ada peningkatan.”
R	“Iya, benar bu. Lalu untuk proses pembelajaran sendiri, kalau suasananya tegangan agak tidak nyaman nggih bu...”
T1	“Walah, kalau bu Chris menggunakan humor mbak. Lebih banyak bercandanya kalau saya. Biasanya saya ajak anak-anak bercanda, supaya lebih enjoy dan nggak sepaneng. Gitu aja kadang masih ada yang tidur.”
R	“Kalau begitu, cara njenengan menciptakan suasana pembelajaran yang menyenangkan bagaimana bu?”
T1	“Kalau saya paling pakai gambar mbak. Saya pernah pakai video tapi anak-anak malah tidak memperhatikan, karena saya kan fokus ke laptop. Jadi sudah tidak pakai lagi. Mungkin saya yang kurang bisa menumbuhkan minat siswa. dan itu terjadi di beberapa kelas saya. Tapi nggak tahu kalau guru lain.”
R	“Kalau untuk handle kelas bagaimana bu?”
T1	“Kalau saya tak tunjuk siswanya mbak misal rame. Saya suruh jawab pertanyaan, kalau ndak ya saya suruh baca. Tapi harus benar cara bacanya. Kalau ada yang ngeyel atau nakal itu, untuk ngasih tahu anak jaman sekarang dengan pendekatan. Gak perlu dibentak-bentak.”

R	“Untuk evaluasinya dilakukan setiap apa bu? Dan seperti apa?”
T1	“Evaluasi siswa saya batasi harus habis topic. Jadi kalau misalkan saya habis menerangkan ini, biar anak ingat ya langsung saat itu juga atau besok gitu. Jadi tidak ada penjadwalan khusus. Jadi harus sekian kali itu tidak. Kalau saya spontanitas bisa, kadang juga saya beri waktu.”
R	“Ini terakhir nggih bu, kendala terbesar dalam mengajar bahasa Inggris menurut njenengan apa bu?”
T1	“Itu gini mbak, antara yang diberikan di buku paket dan di buku materi pembelajaran terkadang kurang sinkron dengan yang diberikan di semesteran. Jadi soal di semesteran sudah high thinking order to. Jadi anak-anak kadangkala ketika kita mengajarkan di buku paket, tidak ada materi yang mengacu pada soal untuk semesteran. Jadi tidak cocok. Susahnya disitu. Terus bacaan yang panjang-panjang. Anak-anak kalau bacaannya panjang, vocabulary-nya kurang, jadi tidak bisa memahami. Jadi setiap anak-anak dibekali vocab. Orang disuruh bawa kamus aja susah banget mbak. Jadi mereka tuh terlalu mengandalkan guru. Lalu di buku paket itu tidak ada contoh-contoh, jadi guru lebih condong ke lks dan tidak memakai paket.”
R	“Baik. Terimakasih banyak nggih bu atas waktu dan jawaban njenengan. Maaf merepotkan.”
T1	“Tidak merepotkan mbak. Sama-sama. Bu Chris senang bisa membantu. Semoga bisa membantu ya. Semoga lancar ya mbak. Bisa selesai dengan baik, dan sukses. Kalau masih kurang bisa kesini lagi. Bu chris siap membantu.”
R	“Inggih bu. Terimakasih banyak ya bu.”

RESULT OF TEACHER'S INTERVIEW

R (Reseacher) : Nadia Amalia

T2 (Teacher 2) : Ms. Emi Diah Lestari, S.Pd

Date : Monday, June 29th 2020

Time : 09.00-09.30 WIB

Place : Sciense laboratorium

Code : R (Researcher) and T2 (Teacher 2)

R	“Assalamu’alaikum Ibu.”
T2	“Wa’alaikumsalam.”
R	“Ijinkan saya untuk memperkenalkan diri terlebih dahulu. Nama saya Nadia Amalia dari jurusan Pendidikan Bahasa Inggris IAIN Surakarta. Disini saya ingin menanyakan tentang kompetensi profesional guru, terus masalah-masalah apa saja yang dialami guru atau kendala-kendala apa saja yang dialami guru ketika mengajar Bahasa Inggris. Pertama, saya ingin menanyakan profil njenengan bu.”
T2	“Baik, nama saya Emi Diah Lestari, S.Pd.”
R	“Lulusan darimana nggih bu?”
T2	“UMS mbak.”
R	“Untuk mengajar disini sudah berapa lama bu?”
T2	“Baru 3 tahun. Pindahan kok mbak.”
R	“Pindahan darimana bu?”
T2	“Dari SD. Dulu kan PNS-nya diterima di SD. Tidak lama terus dipindah ke SMP.”

R	“Oh. Baik. Begini bu, di sini kan gurunya sudah sertifikasi nggih bu. Untuk prosesnya bagaimana dan berapa lama bu?”
T2	“Dulu kan saya mengajar di swasta, jadi lewat yayasan sebelum diangkat PNS. Jalur PLPG selama 10 hari. Jadi ada tesnya. Tesnya ada tertulis sama teori dan praktik. Jadi kalau nggak lulus nggak dapat sertifikasi. Tapi mengulang 3x setiap tesnya.”
R	“Lalu untuk pengembangan diri njenengan ikut tidak bu?”
T2	“Pengembangan diri ikut, kan untuk naik pangkat. Biasanya pengembangan diri itu 3x, saya ikut 3x.”
R	“Itu bentuknya bagaimana ya bu?”
T2	“Itu biasanya seminar, buat artikel.”
R	“Oh. Lalu apa njenengan pernah ikut pembuatan jurnal bu?”
T2	“Kalau jurnal belum, baru artikel.”
R	“Untuk SMP 1 kan menggunakan K13 nggih bu. Lalu, untuk kesulitan atau kendala njenengan dalam menerapkan K13 apa bu?”
T2	“Kalau kesulitan, pakai PLPJ itu lho mbak. Kan online sekarang. Kesulitannya siswa nggak punya hp, terus masalah kuota. Jadi pengumpulan pekerjaan itu agak kesulitan.”
R	“Berarti dari segi siswa nggih bu. Kalau dari njenengan sendiri?”
T2	“Insya Allah masih bisa. Kan masih agak muda.”
R	“Oh inggih. Untuk pembuatan lesson plan pripun bu? Dan cara memilih materinya bagaimana?”
T2	“RPP biasanya melalui MGMP. Terus diatur. Misal pembelajaran 1 dari sub rayon 1, pembelajaran sub 2 dari rayon 2, dan seterusnya. Terus nanti dikumpulkan. Jadi nanti sama 1 Wonogiri. Jadi pembelajaran e sama.”
R	“Kalau pengaplikasian RPP apa selalu sesuai bu?”
T2	“Biasane tidak sesuai. Lha kan kalau nuruti itu susah. Misal di RPP sudah selesai, tapi kan tergantung individunya. Kalau siswanya belum paham masa

	mau diteruskan. Jadi diulangi. Melihat kondisi siswa. kalau materinya sama, tapi jeda waktunya beda.”
R	“Berarti kendalanya di jam ya bu?”
T2	“Iya, jam. Kalau misal di RPP 1 bulan, tapi kok siswa belum paham ya bisa 1 setengah bulan.”
R	“Baik. Lalu bagaimana cara njenengan menyampaikan tujuan pembelajaran bu?”
T2	“Saya sisipkan di setiap pembelajaran. Misal tema jam, saya mengucapkan Good morning. Good morning kan menunjukkan jam. Terus saya tanya, berarti pembelajaran hari ini apa? Kan tentang waktu.”
R	“Untuk sumber belajar yang digunakan apa saja bu?”
T2	“Itu LKS, Paket. Terus saya juga menggunakan internet.”
R	“Kalau medianya bu?”
T2	“LKS. Google classroom juga bisa mbak. Terus sama peer teaching, kaya menempel-nempel gitu lho mbak. Buat bagan terus kegiatannya menempel-nempel gitu.”
R	“Itu kelompok/individu bu?”
T2	“Kelompok. Kan kalau k13 itu kelompok.”
R	“Kendala dalam penggunaan media apa bu?”
T2	“Kendala biasanya kalau best practice itu kan menggunakan banyak modal seperti kertas-kertas. Terus menggunakan waktu yang lama.”
R	“Lalu untuk proses pembelajaran dimana saja nggih bu?”
T2	“Biasanya kalau nggak di kelas ya di lab bahasa. Misal nyari teks gitu. Saya suruh cari teks terus cari perbedaan teks-teks itu. Nanti mereka paham.”
R	“Berarti untuk penggunaan teknologi seperti itu ya bu?”
T2	“Iya, biasanya ya saya suruh cari teks itu. Kan sekalian keluar kelas biar nggak bosan.”
R	“Untuk memilih teknik/metode pembelajaran njenengan bagaimana bu?”
T2	“Biasanya saya memilih sesuai RPP mbak.”

R	“Untuk proses pembelajaran masih teacher centered bu? Apa sudah student centered?”
T2	“Sudah student centered karena K13”
R	“Untuk siswa apakah aktif bu?”
T2	“Sudah aktif mbak. Intinya guru harus kreatif mbak.”
R	“Itu untuk Bahasa Inggris lebih banyak teori atau praktik bu?”
T2	“Ya 1 jam saya kasih materi, 1 jam saya kasih praktik ”
R	“Pembelajaran bahasa Inggris kan tujuannya untuk berkomunikasi dalam bahasa Inggris nggih bu. Tapi siswa SMP juga dapat teori. Bagaimana cara ibu menyeimbangkan dua hal itu?”
T2	“Sulit ya mbak kalau mau membuat siswa pandai berkomunikasi dengan bahasa Inggris. Jadi saya berusaha memberikan materi sambil berkomunikasi. Tapi untuk menggunakan bahasa Inggris di tingkat SMP 100% itu kurang bisa maksimal. Soalnya kalau disampaikan dengan bahasa Inggris, siswa sulit memahami materinya. Jadi saya mix gitu.”
R	“Lalu untuk pemberian tugas atau latihan gitu gimana bu?”
T2	“Bentuknya biasanya tertulis, kelompok, sama mandiri mbak. Kalau mandiri ya misal mengerjakan LKS, itu dikerjakan sendiri-sendiri.”
R	“Lalu bagaimana penerimaan siswa terhadap materi bu? Sudah baik apa ada beberapa masalah?”
T2	“Sebenarnya untuk penerimaan materi sudah cukup baik mbak, ya paling ada beberapa anak saja yang sulit paham materinya. Terus itu lho mbak vocabulary siswa itu kurang. Tapi kalau pakai praktik yang menempel-menempel itu bisa paham lebih cepat.”
R	“Kalau siswa yang kurang paham materi, solusi ibu bagaimana?”
T2	“Saya jelaskan berulang kali mbak, pelan-pelan. Makanya kan butuh waktu lebih lama. Terus saya pakai peer teaching gitu.”
R	“Itu di kelas sudah 100% aktif apa gimana bu?”

T2	“Ya ada yang nggak aktif mbak. Sedikit tapi, berapa persen paling.”
R	“Lalu cara njenengan membuat siswa agar aktif bagaimana bu?”
T2	“Ya dibuat praktik kelompok sama pembelajaran jigsaw. Guru harus kreatif.”
R	“Baik. Kan bahasa Inggris ada materi yang sulit nggih bu, cara menyampaikan materi yang sulit bagaimana bu?”
T2	“Biasanya arti mbak. Kalau nggak paham arti kan susah ya mbak. Jadi saya buat dictionary kecil. Jadi setiap hari mengumpulkan 20 kata, nanti disetorkan. Dinilai.”
R	“Terus untuk menciptakan proses pembelajaran yang menyenangkan gimana bu?”
T2	“Ya tadi, menggunakan praktik.”
R	“Kalau untuk handle kelas bagaimana bu?”
T2	“Harus pembelajarannya menyenangkan, terus bisa menguasai kelas. Biasanya yang rame saya kasih pertanyaan terus mbak. Jadi nggak berani rame lagi.”
R	“Kalau untuk evaluasi siswa dilakukan setiap apa dan bagaimana nggih bu?”
T2	“Evaluasi biasanya ulangan tertulis dan lisan.”
R	“Ini terakhir nggih bu, kendala terbesar mengajar Bahasa Inggris apa bu?”
T2	“Kendala terbesar itu tidak paham arti. Pronunciation. Jarang belajar vocabulary. Kekurangan vocab.”
R	“Kalau di njenengan bu?”
T2	“Kalau saya, bacaan terlalu banyak itu lho mbak. Itu saya kalau mau menjelaskan agak bingung mbak. Sekarang kan reading terlalu banyak. Sama itu lho mbak, cara membedakan grammar. Kesulitan siswa itu, sama modal untuk praktik itu mahal.”
R	“Baik. Terimakasih banyak nggih bu.”
T2	“Iya, sama-sama mbak.”

APPENDIX 5

QUESTIONNAIRE

KUESIONER 'Kompetensi Profesional Guru'

A. Tujuan : Penelitian ini bertujuan untuk memperoleh informasi tentang kompetensi profesional guru.

B. Petunjuk Pengisian Kuesioner

1. Tulislah identitas Ibu secara lengkap
2. Bacalah kuesioner dengan seksama sebelum menuliskan jawaban
3. Ketik jawaban pada kolom jawaban yang telah disediakan.
4. Adapun jawaban bersifat uraian atau terbuka. Responden dapat menjawab sesuai dengan keadaan responden dengan bebas.
5. Atas bantuan dan kerjasama Ibu, kami mengucapkan banyak terimakasih.

Nama *

Emi Diah Lestari, S.Pd

Kelas yang diampu *

7 dan 9

Bagaimana cara ibu untuk mengetahui motivasi belajar siswa? *

Saya biasanya mengadakan sharing dengan anak-anak. Untuk kondisi sekarang dilihat dari absensi dan pengumpulan tugas mereka.

Bagaimana cara ibu menciptakan lingkungan pembelajaran yang meningkatkan semangat belajar siswa? *

saya mengajak mereka berdiskusi tentang suatu teks, lalu menggunakan model pembelajaran menyenangkan seperti peer teaching. Saya harapkan dengan pembelajaran yang dipusatkan ke anak, akan membuat mereka lebih nyaman.

Apakah ibu melakukan pengamatan selama pembelajaran? *

ya, pasti.

Bagaimana cara ibu memberikan apresiasi terhadap siswa? *

banyak cara yang bisa dilakukan. Seperti memberi applause, pujian, dan nilai yang bagus.

Bagaimana cara ibu menjelaskan materi pelajaran kepada siswa? *

saya biasanya mengajak mereka berdiskusi, atau menggunakan model pembelajaran yang sekaligus bermain. Kalau pjj, saya hanya mengirim materi dan meminta mereka mempelajari sendiri.

Apakah ibu pernah melakukan pertemuan dengan komite sekolah? *

ya, pernah.

Apa metode atau teknik pembelajaran yang digunakan guru dalam mengajar? *

untuk sekarang pjj saya menggunakan whatsapp. Saya kirim materinya ke siswa.

Bagaimana cara ibu berkomunikasi dengan siswa? *

komunikasi dimasa pandemi ini dilakukan melalui whatsapp. Saya biasanya mengajak mereka berdiskusi materi, serta menanyakan kesulitan mereka selama belajar secara daring.

Bagaimana cara ibu berdiskusi dengan teman sejawat terkait mata pelajaran yang diampu? *

karna saya dan teman-teman bisa bertemu di sekolah, saya biasanya akan berdiskusi di sekolah. Kadang juga pakai chat.

Apakah ibu pernah membuat jurnal atau artikel? *

kalau jurnal belum, tapi artikel pernah. artikel dibuat bersama di MGMP.

Bagaimana ibu mengajarkan materi agar dapat diterapkan dalam kehidupan nyata? *

saya kaitkan dengan kehidupan sehari-hari. Seperti mengucapkan salam dengan orang-orang sekitar dalam bahasa Inggris.

Bagaimana cara ibu memanfaatkan minat siswa yang berbeda-beda ke dalam proses pembelajaran? *

Saya menggunakan model pembelajaran yang disesuaikan dengan minat mereka. Misalnya mengajak siswa membuat seni menempel (peer teaching) dengan materi bahasa Inggris di dalamnya.

Bagaimana cara ibu meningkatkan pengetahuan tentang mata pelajaran yang diampu? *

Baca buku, mengikuti MGMP, dan melihat di internet.

Apakah ibu membaca jurnal terkait mata pelajaran yang diampu? (Tuliskan judul jurnal yang pernah dibaca) *

belum

Bagaimana cara ibu mengevaluasi hasil belajar siswa? *

dengan ulangan, dan memberi PR.

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KUESIONER 'Kompetensi Profesional Guru'

A. Tujuan : Penelitian ini bertujuan untuk memperoleh informasi tentang kompetensi profesional guru.

B. Petunjuk Pengisian Kuesioner

1. Tulislah identitas Ibu secara lengkap
2. Bacalah kuesioner dengan seksama sebelum menuliskan jawaban
3. Ketik jawaban pada kolom jawaban yang telah disediakan.
4. Adapun jawaban bersifat uraian atau terbuka. Responden dapat menjawab sesuai dengan keadaan responden dengan bebas.
5. Atas bantuan dan kerjasama Ibu, kami mengucapkan banyak terimakasih.

Nama *

Christina Winarni, S.Pd

Kelas yang diampu *

7 dan 9

Bagaimana cara ibu untuk mengetahui motivasi belajar siswa? *

Presensi dan laporan hasil tugas.

Bagaimana cara ibu menciptakan lingkungan pembelajaran yang meningkatkan semangat belajar siswa? *

Pembelajaran yang menyenangkan, dan memberi motivasi.

Apakah ibu melakukan pengamatan selama pembelajaran? *

Ya

Bagaimana cara ibu memberikan apresiasi terhadap siswa? *

Memberi pujian. Pernah memberi coklat untuk yang dapat nilai bagus.

Bagaimana cara ibu menjelaskan materi pelajaran kepada siswa? *

Dengan voice note (karna pjj).

Apakah ibu pernah melakukan pertemuan dengan komite sekolah? *

pernah

Apa metode atau teknik pembelajaran yang digunakan guru dalam mengajar? *

Ceramah. Tapi karna sekarang pjj jadi pakai WA. Membagi materi di grup, dan saya rekam suara lalu saya kirim.

Bagaimana cara ibu berkomunikasi dengan siswa? *

WA / telpon

Bagaimana cara ibu berdiskusi dengan teman sejawat terkait mata pelajaran yang diampu? *

Face to face/ WA

Apakah ibu pernah membuat jurnal atau artikel? *

Tidak

Bagaimana ibu mengajarkan materi agar dapat diterapkan dalam kehidupan nyata? *

Berbicara menggunakan bahasa Inggris sederhana saat pelajaran. Dan menggunakan topik yang sedang update.

Bagaimana cara ibu memanfaatkan minat siswa yang berbeda ke dalam proses pembelajaran? *

Menggunakan teknik yang sesuai minat siswa. menerima pendapat siswa yang berbeda ketika diskusi.

Bagaimana cara ibu meningkatkan pengetahuan tentang mata pelajaran yang diampu? *

Baca referensi / media masa/ medsos

Apakah ibu membaca jurnal terkait mata pelajaran yang diampu? (Tuliskan judul jurnal yang pernah dibaca) *

Belum

Bagaimana cara ibu mengevaluasi hasil belajar siswa? *

Dikoreksi / penilaian langsung (jika telp)

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APPENDIX 6

LESSON PLAN

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP Pembelajaran Jarak Jauh/KD 3.1&3.2)**

Sekolah : SMP NEGERI 1 SELOGIRI
Mata pelajaran : BAHASA INGGRIS
Kelas/Semester : XI/1
Alokasi Waktu : 10 x 40 menit (5 Pertemuan)

**A. Tujuan Pembelajaran
Pertemuan kesatu**

Setelah kegiatan pembelajaran, diharapkan Peserta Didik dapat:

1. mengidentifikasi teks lisan/tulis menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi.
2. Mengidentifikasi teks lisan/tulis menanyakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi.

B. LANGKAH-LANGKAH PEMBELAJARAN

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	-	Memuat kegiatan <ul style="list-style-type: none"> - Berdoa - Mengecek kehadiran peserta didik - Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari; - Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan - Menyampaikan lingkup dan teknik penilaian yang akan digunakan. 	10 menit
Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Inti	<u>Observing and Questioning</u>	<ol style="list-style-type: none"> 1. Peserta didik diminta membaca dan memahami instruksi untuk kegiatan berikutnya di group wa 2. Peserta didik mengamati video yang diupload dari youtube dan teks yang menceritakan harapan, doa, dan ucapan 	60 menit

		<p>selamat atas suatu kebahagiaan dan prestasi</p> <p>3. Peserta didik memperhatikan contoh melafalkan/membaca percakapan dari video dengan intonasi dan tekanan kata yang baik dan benar</p> <p>4. Peserta didik mencari contoh aktivitas lain yang menggunakan ungkapan ungkapan yang menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi.</p> <p><i>Mengamati (Observing) dan Menanya (Questioning)</i> Peserta didik diminta memperhatikan dan menanyakan kembali ungkapan yang ada pada percakapan sebelumnya</p>	
Kegiatan Penutup		<p><i>Memuat kegiatan</i></p> <ul style="list-style-type: none"> - Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan. - Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. - Peserta didik mencatat tugas yang harus dilakukan di rumah (PR); yakni mencoba membuat ungkapan harapan dan selamat yang berhubungan dengan aktivitas PD di rumah. - Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang. 	10menit

C. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian

a. Penilaian Sikap:

- Observasi
- Jurnal

b. Penilaian Pengetahuan

- Tes tertulis

c. Penilaian Keterampilan

- Unjuk Kerja

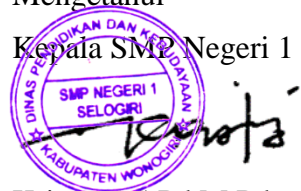
d. Penugasan

Tugas Mandiri menyusun teks berkaitan dengan ungkapan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi.

Selogiri, Juli 2020

Mengetahui

Kepala SMP Negeri 1 Selogiri



Kristiadi, S.Pd, M.Pd

NIP. 19700205 199412 1 003

Guru Mapel

Christina Winarni, S.Pd

NIP. 19611112 198303 2014

Lampiran pertemuan 1

1. Materi Reguler

- Teks lisan dan tulis untuk memberi dan meminta informasi terkait harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks sesuai dengan konteks kehidupan sehari-hari serta responnya.
- Berbagai contoh dialog yang berisi tentang ungkapan tentang memberi dan meminta informasi terkait teks harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

3. Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

4. Unsur kebahasaan

- Ungkapan a.l.
Congratulations, I hope so, I wish you luck; dll.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP Pembelajaran Jarak Jauh/KD 3.1&3.2)**

Sekolah : SMP NEGERI 1 SELOGIRI
Mata pelajaran : BAHASA INGGRIS
Kelas/Semester : VII/1
Alokasi Waktu : 2 x 40 menit (5 Pertemuan)

A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran, diharapkan Peserta Didik dapat:

1. Mengidentifikasi teks lisan/tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri.
2. Mengidentifikasi teks lisan/tulis menanyakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi.

B. LANGKAH-LANGKAH PEMBELAJARAN

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	-	Memuat kegiatan - Berdoa - Mengecek kehadiran peserta didik - Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari; - Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan - Menyampaikan lingkup dan teknik penilaian yang akan digunakan.	10 menit
Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Inti	<u>Observing and Questioning</u>	1. Peserta didik diminta membaca dan memahami instruksi untuk kegiatan berikutnya di group wa 2. Peserta didik mengamati video yang diupload dari youtube dan teks yang	60 menit

		<p>menceritakan jati diri</p> <p>3. Peserta didik memperhatikan contoh melafalkan/membaca percakapan dari video dengan intonasi dan tekanan kata yang baik dan benar</p> <p>4. Peserta didik mencari contoh aktivitas lain yang menggunakan ungkapan ungkapan yang menyatakan jati diri</p> <p><i>Mengamati (Observing) dan Menanya (Questioning)</i></p> <p>Peserta didik diminta memperhatikan dan menanyakan kembali ungkapan yang ada pada percakapan sebelumnya</p>	
Kegiatan Penutup		<p><i>Memuat kegiatan</i></p> <ul style="list-style-type: none"> - Peserta didik beserta guru membuat simpulan kegiatan yang baru saja dilakukan. - Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. - Peserta didik mencatat tugas yang harus dilakukan di rumah (PR); yakni mencoba membuat ungkapan memperkenalkan diri yang berhubungan dengan aktivitas PD di rumah. - Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang. 	10menit

C. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian

a. Penilaian Sikap:

- Observasi
- Jurnal

- Penilaian diri
- Penilaian antar teman

b. Penilaian Pengetahuan

- Unsur kebahasaan, Struktur teks, dan Fungsi sosial yang dilakukan melalui observasi ketika PD melakukan kegiatan pembelajaran di kelas.
- Penugasan
- Ulangan
- Pemberian pekerjaan rumah

c. Penilaian Keterampilan

-

d. Penugasan

Tugas Mandiri menyusun teks berkaitan dengan jati diri.

Selogiri, Juli 2020

Mengetahui

Kepala SMP Negeri 1 Selogiri



Kristiadi, S.Pd, M.Pd

NIP. 19700205 199412 1 003

Guru Mapel

Emi Diah Lestari, S.Pd

NIP.

Lampiran pertemuan 1

1. Materi Reguler

- Teks lisan dan tulis untuk memberi dan meminta informasi terkait harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks sesuai dengan konteks kehidupan sehari-hari serta responnya.
- Berbagai contoh dialog yang berisi tentang ungkapan tentang memberi dan meminta informasi terkait teks harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

3. Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

4. Unsur kebahasaan

- Ungkapan a.l.
Congratulations, I hope so, I wish you luck; dll.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI

APPENDIX 7

SYLLABUS

PENGEMBANGAN SILABUS KOLABORASI MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan : SMPN 1 SELOGIRI

Kelas / Semester : VII

Tahun : 2020/2021

Kompetensi Inti (KI) :

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

:

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan

KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata

KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi/membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Standar Kompetensi	Indikator Pencapaian Kompetensi	Nilai Karakter	Materi Pokok	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar	Ket.
					Sikap	Pengetahuan	Keterampilan			
1	2	3	4	5	6	7	8	9	10	11
3.1 Siswa mampu: Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	3.1.1 Mengidentifikasi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, serta menanggapi sesuai dengan konteks penggunaannya. 3.1.2 Mengidentifikasi	Santun Percaya diri Peduli	Teks lisan untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Fungsi sosial ✓ Berkenalan, memperkenalkan diri sendiri/orang lain. Struktur teks (Ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. <i>Good morning.</i> <i>How are you? Fine,</i>	- Menyimak, menirukan, dan memperagakan beberapa contoh dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda.	Observasi Jurnal Penilaian diri dan penilaian teman	Tes tertulis dalam bentuk uraian Tes Lisan : disediakan daftar pertanyaan atau tugas terstruktur	Portofolio - Praktek - Proyek - Unjuk kerja	14x40	Buku siswa Buku Guru “When English Rings the bell” Chapter 1	Dilaksanakan secara darig dampak covid 19

struktur teks interaksi personal lisan dan tulis yang melibatkan tindakan **menyapa**, serta menanggapinya sesuai dengan konteks penggunaannya
3.1.3
Mengidentifikasi **unsur kebahasaan** teks interaksi personal lisan dan tulis yang melibatkan tindakan **menyapa**, serta menanggapinya sesuai dengan konteks penggunaannya
3.1.4
Mengidentifikasi **fungsi sosial** teks interaksi personal lisan dan tulis yang melibatkan tindakan **pamitan**, serta menanggapinya sesuai dengan konteks penggunaannya
3.1.5
Mengidentifikasi **struktur teks** teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan **pamitan**, serta

- thank you. And you? dan semacamnya*
b. *Goodbye. Bye. See you later. See you. Take care.* Dan semacamnya
c. *Thank you. You are welcome., dan semacamnya.*

Unsur kebahasaan

- ✓ Kosakata, tata bahasa, ucapan, tekanan kata, dan intonasi

Topik

- Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas

- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.
- Melakukan percakapan terkait tindakan menyatakan tentang jati diri masing-masing
- Melakukan refleksi tentang proses dan hasil belajar

<p>menanggapinya, sesuai dengan konteks</p> <p>3.1.6 Mengidentifikasi unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan pamitan, serta menanggapinya, sesuai dengan konteks</p> <p>3.1.7 Mengidentifikasi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengucapkan terimakasih, serta menanggapinya, sesuai dengan konteks</p> <p>3.1.8 Mengidentifikasi struktur teks teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengucapkan terimakasih, serta menanggapinya, sesuai dengan konteks</p> <p>3.1.9 Mengidentifikasi</p>									
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<p>unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengucapkan terimakasih, serta menanggapi, sesuai dengan konteks</p> <p>3.1.10 Mengidentifikasi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf, serta menanggapi, sesuai dengan konteks</p> <p>3.1.11 Mengidentifikasi struktur teks teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf, serta menanggapi, sesuai dengan konteks</p> <p>3.1.12 Mengidentifikasi unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang</p>									
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	melibatkan tindakan meminta maaf , serta menanggapinya, sesuai dengan konteks									
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>4.1.1 Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan menyapa dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.2 Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan menyapa dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.3 Menyusun teks interaksi</p>	Santun Percaya diri peduli	<p>Teks interaksi transaksional: memberi dan meminta informasi terkait jati diri</p> <ol style="list-style-type: none"> 1. Fungsi sosial Berkenalan, memperkenalkan diri sendiri/oranglain. 2. Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan / di luar dugaan) dengan menyatakan/menanyakan tentang a.l. nama, alamat, kakak/adik, orangtua, sekolah, tempat kerja masing-masing. 3. Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba : <i>be, have, go, work, live</i> (dalam simple present tense) - Subjek pronoun : <i>I, You, We, They, He, She, It.</i> - Kata ganti possessive <i>my, your, his,</i> 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membiasakan menerapkan yang sedang dipelajari, dalam interaksi dengan guru dan teman secara alami di dalam maupun di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 	Observasi : Jurnal Penilaian diri Penilaian antar teman	Tes tertulis dalam bentuk uraian atau tes lisan (disediakan daftar pertanyaan atau tugas terstruktur)	portofolio Praktek Proyek Unjuk kerja	14x40	<p>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</p> <p>Buku siswa Buku Guru “When English Rings the bell” Chapter 1</p> <p>Gambar yang sesuai</p> <p>Contoh percakapan tertulis</p> <p>Contoh teks tertulis</p> <p>Every</p>	Dilaksanakan dalam jam tatap muka

<p>interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan pamitan dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.4 Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan pamitan dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.5 Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan berterimakasih dan menanggapi dengan memperhatikan</p>		<p>dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>4. Topik Deskripsi diri sendiri sebagai bagian dari keluarga: Ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI.</p>						<p>greetings- Basic English Conversation Practice- ESL-EFL Expression of Apologizing for Grade VII Junior High- Youtube</p>	
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	fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.									
<p>3.2 Siswa mampu:</p> <p>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>3.2.1 Mengidentifikasi fungsi sosial, interaksi transaksional, lisan (membaca dan berbicara) yang melibatkan tindakan memberi dan meminta informasi terkait jati diri (name, origin, home address) pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>3.2.2 Mengidentifikasi struktur teks, dan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri (hobbies) pendek dan sederhana sesuai dengan konteks</p>	<p>Kerjasama, kedisiplinan, kesungguhan, keberanian untuk bertanya</p>	<p>Fungsi sosial</p> <ul style="list-style-type: none"> ✓ Berkenalan, memperkenalkan diri sendiri/orang lain. <p>Struktur teks</p> <ul style="list-style-type: none"> ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya ✓ Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) ✓ Subjek Pronoun: <i>I, You, We, They, He, She, It</i> ✓ Kata ganti possessive <i>my, your, his</i>, dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh <i>pemaparan jati diri dari video yang diupload dari youtube di wa group</i>, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya - Memaparkan jati dirinya yang sebenarnya - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>Observasi Jurnal Penilaian diri Penilaian antar teman</p>	<p>Unsur kebahasaan, Struktur teks, dan Fungsi sosial yang dilakukan melalui observasi ketika PD melakukan kegiatan pembelajaran di kelas.</p> <p>Penugasan</p> <p>Ulangan</p> <p>Pemberian pekerjaan rumah</p>	5 x 4 JP	Buku siswa Buku Guru "When English Rings the bell" Chapter 1	PJJ	

	<p>penggunaannya.</p> <p>3.2.3 Mengidentifikasi unsur kebahasaan, dan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri pendek dan sederhana sesuai dengan konteks penggunaannya.</p>									
<p>3.3 Siswa mampu:</p> <p>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks</p>	<p>3.3.1</p> <ul style="list-style-type: none"> - Membaca beberapa teks pendek yang berisi informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. <p>3.3.2</p> <ul style="list-style-type: none"> - Bertanya jawab tentang informasi terkait nama hari, bulan, nama waktu dalam 	<p>Santun Peduli Kerjasama</p>	<p>Fungsi sosial</p> <ul style="list-style-type: none"> ✓ Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan <p>Struktur teks</p> <ul style="list-style-type: none"> ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun ✓ Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun <i>yang diupload dari youtube di wa group</i> - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. - Menyatakan secara 	<p>Observasi Jurnal</p>	<p>Tes tertulis : Teks pendek</p>		<p>5 x 4 IP</p>	<p>Buku siswa Buku Guru “When English Rings the bell” Chapter 1</p>	<p>PJJ</p>

interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks	<p>hari, waktu dalam bentuk angka, tanggal, dan tahun dalam teks.</p> <p>- 4.3.1 Bertanya jawab dengan teman tentang informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p>		<p><i>first of May</i>)</p> <ul style="list-style-type: none"> ✓ Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i>) ✓ Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i> ✓ Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i> ✓ Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i> ✓ Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan</p> <ul style="list-style-type: none"> - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah - Melakukan refleksi tentang proses dan hasil belajarnya 						
			<ul style="list-style-type: none"> • 	Tugas Terstruktur : membuat teks				(Maksimal 50%)		TT
Siswa mampu: 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks	3.4.1 Membaca beberapa teks pendek yang berisi informasi terkait	Tanggung jawab kerjasama	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum yang dekat dengan kehidupan 	Mencermati beberapa teks pendek berisi penyebtan benda-benda di kelas dan sekolah untuk kemudian dibaca	Pengetahuan: Unsur kebahasaan, struktur sosial, dan fungsi sosial	Tes tertulis		16 JP (4 minggu = 8x pertemuan)	Buku siswa Buku Guru “When English Rings the bell”	PJJ

<p>interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>4.4 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.</p>	<p>3.4.2 3.4.3 3.4.5 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa</p>		<p>siswa</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - nama makanan, minuman, alat, mesin, bahan, ap yang diperlukan, - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan • Unsur Kebahasaan <ul style="list-style-type: none"> - Kosa kata khusus terkait dengan produk, - Frasa nominal untuk menyebut benda - kata sambung <i>first, next, then, finally.</i> yang diperlukan, - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan • 						Chapter 1	
			<ul style="list-style-type: none"> • 	Tugas terstruktur : menyalin resep dari majalah		Penugasan	Kinerja	(Maksimal 50%)		TT

Keterangan : PJJ (pembelajaran jarak jauh), TT (Tugas Terstruktur)

Mengetahui
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Selogiri, Juli 2020

Guru Mapel

Emi Diah Lestari, S.Pd
NIP.

PENGEMBANGAN SILABUS KOLABORASI MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan : SMPN 1 SELOGIRI

Kelas / Semester : IX / Gasal

Kompetensi Inti (KI) :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan
 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi/membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Nilai Karakter	Materi Pokok	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar	Ket.
					Sikap	Pengetahuan	Keterampilan			
1	2	3	4	5	6	7	8	9	10	11
3.1 mampu: menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapinya	3.1.1 mengidentifikasi ungkapan yang menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapinya 3.1.2 Menentukan ungkapan yang tepat secara lisan/tulis dari	Santun Peduli Percaya diri	<ul style="list-style-type: none"> Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar 	<ul style="list-style-type: none"> Menyimak, menirukan, dan memperagakan beberapa contoh <i>percakapan dari video yang diupload dari youtube di wa group</i>, dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungkapan yang sedang 	Observasi Jurnal	Tes tertulis : Tes Lisan		5 x 4 JP	Buku siswa Buku Guru "When English Rings the bell" Chapter 1	PJJ

serta menanggapinya, sesuai dengan konteks penggunaannya 4.1menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	berbagai situasi lain yang serupa 4.1.1 Melakukan percakapan terkait tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi		dugaan) □ Unsur kebahasaan - Ungkapan a.l. <i>Congratulations, I hope so, I wish you luck;</i> dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ▣Topik Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI	dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Melakukan percakapan terkait tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi Melakukan refleksi tentang proses dan hasil belajar		Kinerja				
3.2 Siswa mampu: menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur	3.2.1 - Membaca beberapa teks pendek yang berisi rencana dan kemauan untuk melakukan perbaikan diri 3.2.2 Bertanya jawab tentang rencana dan kemauan yang disebutkan dalam	Santun Peduli kerjasama	• Fungsi sosial Membuat rencana, menunjukkan kesungguhan, mengarahkan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) □ Unsur Kebahasaan - Kalimat deklaratif dan	Tugas Terstruktur : menyusun dialog - Membaca beberapa teks pendek yang berisi rencana dan kemauan untuk melakukan perbaikan diri - Bertanya jawab tentang rencana dan kemauan yang disebutkan dalam teks. - Menyimak, dan membacakan teks-teks tersebut dengan suara lantang	Observasi Jurnal	Tes tertulis : Tes Lisan :	Penugasan	(Maksimal 50%) 5 x 4 JP	Buku siswa Buku Guru "When English Rings the bell" Chapter 1	TT PJJ

kebahasaan <i>to, in order to, so that (dis)agreemen</i> 4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	teks. 4.2.1 Bertanya jawab dengan teman tentang rencana dan		interogatif dengan modal: <i>will, be going to</i> . - Ungkapan persetujuan: <i>I agree. That's a good idea. I don't think it's a good idea</i> Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> . - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan □ Topik Tindakan dan kegiatan siswa di sekolah, rumah, dan lingkungan sekitar yang dapat menumbuhkan perilaku yang termuat di KI	- Menanyakan hal-hal yang tidak diketahui atau yang berbeda			Kinerja			
				Tugas Terstruktur : membuat teks		Penugasan	Produk	(Maksimal 50%) 10 JP		TT
3.3 Siswa mampu: membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label, dengan meminta dan	3.3.1 Memaparkan hasil temuannya dalam bentuk teks pendek	Santun Peduli Kerjasama	• Fungsi sosial Memilih obat/makanan/minuman yang sehat dan aman, menghindari efek negatif, dan mendapatkan hasil	kemauan untuk menghadapi ujian akhir sebaik-baiknya - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya.	Observasi Jurnal	Tes tertulis : Teks pendek		5 x 4 IP	Buku siswa Buku Guru "When English Rings the bell"	PJJ

<p>memberi informasi terkait obat/makanan/minuman, sesuai dengan konteks penggunaannya</p> <p>4.3menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk label pendek dan sederhana, terkait obat/makanan/minuman</p>			<p>terbaik</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup, nama asli dan nama dagang obat, deskripsi, volume, bahan, cara menggunakan, cara menyimpan, tanggal kadaluarsa • Unsur Kebahasaan <ul style="list-style-type: none"> - Istilah khusus terkait dengan produk. - Kalimat imperatif - Tata bahasa: frasa nominal untuk menyebut benda, cara menyebut jumlah/ukuran - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik Informasi tentang obat/makanan/minuman yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Mengirim hasil pekerjaan lewat wa group - Melakukan refleksi tentang proses dan hasil belajarnya 					Chapter 1	
	- 4.3.1 Mempresentasik			- Membaca dan mengidentifikasi berbagai			Produk			TT

	an di kelompok lain dan bertanya jawab tentang isi teks			<p>informasi yang tertera di label obat/makanan/minuman dengan menuliskan informasi ke dalam tabel analisis</p> <ul style="list-style-type: none"> - Mempelajari contoh mempresentasikan isi tabel, dan kemudian belajar menyampaikan secara lisan dengan ucapan dan tekanan kata yang benar - Melakukan langkah-langkah yang sama yang telah dilakukan sebelumnya untuk mengamati label makanan dan minuman - <i>Mempresentasikan hasil analisis secara di wa group</i> - Melakukan refleksi tentang proses dan hasil belajarnya 						
			•	Tugas Terstruktur : membuat teks				(Maksimal 50%)		TT
mampu: 3.4 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur	3.4.1 menulis dengan tangan beberapa resep di buku catatan masing-masing	Santun Peduli kerjasama	• Fungsi sosial Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan,	- Di beri beberapa resep makanan/ minuman oleh guru di kirim lewat wa group beberapa resep di	Observasi Jurnal	Tes tertulis		4 x 4 JP	Buku siswa Buku Guru "When English	PJJ

<p>lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya mampu:</p> <p>4.4 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual</p>	<p>sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar</p> <p>3.4.2 Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan Didektekan</p>		<p>dan pemborosan</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - nama makanan, minuman, alat, mesin, bahan, ap yang diperlukan, - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan • Unsur Kebahasaan <ul style="list-style-type: none"> - Kosa kata khusus terkait dengan produk, - Frasa nominal untuk menyebut benda - kata sambung <i>first, next, then, finally.</i> yang diperlukan, - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan 	<p>buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan didektekan beberapa resep makanan/ minuman oleh guru menulis dengan tangan beberapa resep di buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar <p>Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan untuk menyebutkan bendabenda</p> <ul style="list-style-type: none"> - Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja - Mencermati manual, dan berlatih membacakan dengan suara lantang, dengan ucapan dan 					<p>Rings the bell” Chapter 1</p>	
---	---	--	---	--	--	--	--	--	--	--

				<p>tekanan kata yang benar</p> <ul style="list-style-type: none"> - Menyalin resep makanan/minuman dari buku resep . <p>Melakukan refleksi tentang proses dan hasil belajarnya untuk menyebutkan benda-benda</p> <ul style="list-style-type: none"> - Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja - Mencermati manual, dan berlatih membacakan dengan suara lantang, dengan ucapan dan tekanan kata yang benar - Menyalin resep makanan/minuman dari buku resep dengan ditulis tangan di buku. <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>						
			•	Tugas terstruktur : menyalin resep dari majalah		Penugasan	Kinerja	(Maksimal 50%)		TT

Keterangan : PJJ(pembelajaran jarak jauh), TT (Tugas Terstruktur)

Mengetahui

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Selogiri, Juli 2020

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APPENDIX 8

PHOTOGRAPH



**Interview with T1
(Mrs. C)**





**Interview with
T2 (Mrs. E)**





P3. PJJ (Mrs. C class)

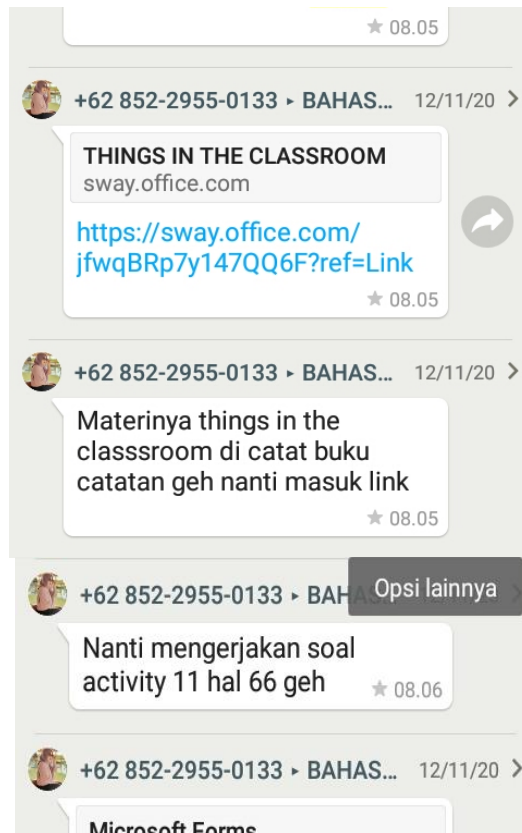




P5. PJJ (Mrs. E class)



P6. Online-learning (Mrs. C)



P7. Online-learning (Mrs. E class)