AN ANALYSIS OF TEACHERS PROFESSIONAL COMPETENCE IN TEACHING ENGLISH AT MTsN 6 BOYOLALI IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as a Partial Requirements

for the degree of *Sarjana*

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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to:

1. My parents : My beloved father *Suwanto* and my beloved mother *Tutik Mujiyanti* who always give unconditional love, support, and pray for me.

2. My young sisters : *Mutiara Dwi* and *Fatimah Azzahra* who always give me support and motivation.

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4. My Almamater UIN Raden Mas Said of Surakarta.

MOTTO

"لك الله كتبه قد شئ لغيرك يذهب لن"

"Sesuatu yang telah Allah takdirkan untukmu, tidak akan pernah menjadi milik orang lain."

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"An Analysis of Teachers Professional Competence at MTsN 6 Boyolali in the Academic Year 2022/2023"** is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, March 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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ABSTRACT

Saputri, Laila. 2023. *An Analysis of Teachers Professional Competence at MTsN 6 Boyolali in the Academic Year 2022/2023*. Thesis. English Language Education Study Program, Culture and Languages Faculty.

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Keywords : Teachers competence, Professional Competence, Teaching English

Professsional competence plays a very important role in the quality of education and student learning outcomes. For that reason, teachers should have a professional competence. This thesis is aimed to describe An Analysis of Teachers Professional Competence at MTsN 6 Boyolali in the Academic Year 2022/2023.

This research used descriptive qualitative research. Observation, interview, and documentation were used to gathering the data. The main data was taken from observation and supported by the data from interview and documentation. The subjects of this research were two English teachers. This research was conducted at MTsN 6 Boyolali. The technique of analyzing data used data reduction, data display, and drawing conclusion. Technical triangulation was used to check the validity of the data.

The result of this research showed that an analysis of Teachers Professional Competence at MTsN 6 Boyolali in the academic year 2022/2023 between the first and the second English teacher was different. The first English teacher only does two indicators from the indicators of professional competence. That indicator includes in mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught, and mastering competency standards and basic competencies of subjects that are mastered, other indicators is not have been doing by him. While, there are three indicator the second English teacher does, include in mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught, mastering competency standards and basic competencies of subjects that are mastered, and develop profesionalism ongoing basis by taking reflective actions. Other indicators is not have been doing by her include develop creatively capable learning materials and utilize information and communication technology to develop themselves.

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CHAPTER I

INTRODUCTION

A. Background of Study

Presence of professional teachers is one of efforts for supporting the educational process. This useful for developing skills the students to improve the quality of an educational process. The quality of an educational process is determined by teachers who able to plan and implemented the appropriate and uptodate learning, so students can understand the lessons taught. To achieve this educational goal, an effort is needed, one of the important component is a professional teachers (Kholis, 2019:183). The requirements as a professional teachers are explained in the regulation of law number 14 of 2005 chapter IV, article 8 concerning teachers and lecturers, stated that teachers and lecturers must have an academic qualifications, competencies, certificates, be physically and mentally healthy, also other requirements of the units where they work, and realize the goals of national education.

Teachers in junior high schools or other equivalent forms, must have educational academic qualifications with a minimum four diplomas (D-IV) or bachelors (S1) study programs according to the subjects taught, and obtained from accredited study programs (Fahriani & Samad, 2020:381). Based on Republic of Indonesia Regulation Number 16 of 2007, professional teachers must have four competencies, namely pedagogical competence, personality competence, social competence, and professional competence. This is where teachers play an important role, especially in building

character and developing students potential.

Teachers must be able to carry out character building and develop students potential by mastering deeply and extensively learning materials to obtained their standard competencies in the National Education Standards. Professional teachers also required to have an ability of planning and implementing learning activities for learning objectives. For achieving this learning goals, teachers not only deliver the learning materials, but also updated and master the learning materials that will be presented to the students.

According to Kurniawati in Jabri (2017) and the Minister of National Education Regulation Number 16 of 2007 Professional competencies have five indicators they are: (1) Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught. (2) Mastering competency standards and basic competencies of subjects that are mastered (3) Develop creatively capable learning materials (4) Develop professionalism ongoing basis by taking reflective actions and (5) Utilize information and communication technology to develop themselves. A professional teachers needs to deliver learning materials and develop professional competencies to updated learning materials and strategies for students.

Many previous studies have been carried out related to the professional competence of teachers, Nadia Amalia (2020) conducted research on two English teachers to explore professionalism carried out so teachers understand about professionalism competencies in teaching English and whether they have applied in the classroom. The

efficacy of the learning process is determined by how well the teachers in professional competence is fulfilled so, the learning process can be planned and effective. Another research was conducted by Aini Safitri (2019), which aimed to find out the level of professional competence of English teachers at SMPN 4 Siak Hulu. Based on the findings of his research in the results of the questionnaire, one of the highest scores of professional teachers indicators is mastering the material, structure and concepts of the subjects taught because if a professional teachers does not carry it out, learning looks uninteresting. According to the previous study above teachers lack of professional competence caused them to have insufficient teaching skill in the classroom. It led to teachers using improper learning materials, monotonous learning activities, and uncooperative evaluation method. Furthermore it is indicates that the importance of professional competence must be mastered and applied by a teachers, especially in teaching English.

According to Mumary Songbatumis in Utomo et al., (2020) Teaching English as a foreign language is a challenging task. Teachers not only educate their students language skills such as speaking, writing, reading, and listening, but they also help, facilitate, encourage students to have passion, good attitude, and motivation towards English. English is the international language for communication of modern technology and globalization in this era, there is always an urgent need to get in touch with the people around the world.

The phenomenon of professional teachers greatly affects the quality of education in Indonesia. This is evidenced by the statement of the

Minister of Education and Culture, Nadiem Anwar Makarim in the results of the 2018 Programme for International Student Assessment (PISA) study, which was released simultaneously on December 3, 2019. The results of the 2018 PISA study released by the OECD showed that Indonesian is in the quadrant of low performance education (kemdikbud.go.id). Ordinary people everywhere are realize that the quality of education in Indonesia is still low. To improve the quality of education, a professional teachers is needed.

Based on pre-research on November 29th 2022 at MTsN 6 Boyolali, still exist a teachers who are not professional in carrying out their duties as a teachers in English learning from classes that they teach. But, the English teachers have a teachers certification, have an undergraduate study program, and also graduated from English Education Study Program. As a result, the learning carried out is less than optimal as seen from the learning outcomes of students. Based on the description above, the researcher are interested to conduct this research from an English teachers who teach at seventh grade of MTsN 6 Boyolali. Seventh grade is a transition period from students who were originally in elementary school to the high school level, which means that students need adaptation to be in a new environment, for this reason, a professional teachers must be provide his professionalism in educating students who just adapted to learning activities, especially after the existence of online learning during the pandemic yesterday.

This research was conduct to analyze the professional competence of an English teachers at MTsN 6 Boyolali, the title of this study is "An

Analysis of Teachers Professional Competence in Teaching English at MTsN 6 Boyolali in the Academic Years 2022/2023".

B. Problem Identification

Identification of problems based on the background of the study above, the researcher identifies the problem as follows:

1. Some indicators of professional competence have not been fully implemented by the teachers.
2. A professional teachers is able to carry out four teachers competencies, one of which is professional competence. If the teachers is not professional in carrying out their duties, result in low active participation of students in the learning process.

   So, the learning process looks very unattractive, resulting in a low quality of education.
3. Teachers have not been able to make good use of ICT, so the learning process is not optimal.
4. Professional teachers are teachers who are able to plan and implement appropriate and uptodate learning. This challenge makes it difficult for teachers to carry out all demands in professional competence properly.

C. Limitation of Problem

The researcher limited the research on teachers professional competence on five indicators in teaching English at the Minister of National Education Regulation Number 16 of 2007, namely (1) Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught. (2) Mastering competency

standards and basic competencies of subjects that are mastered (3) Develop creatively capable learning materials (4) Develop professionalism ongoing basis by taking reflective actions and (5) Utilize information and communication technology to develop themselves. This research focused only on two English teachers who teach at seventh grade students of MTsN 6 Boyolali. The discussion of this study was limited to seventh meetings, the first English teacher to five meetings, and the second teacher with two meetings.

D. Formulation of Problem

This study aimed to finding the answer to the following problem formulation "How are the analysis of teachers professional competence in teaching English at MTsN 6 Boyolali in the Academic year 2022/2023?"

E. Objective of Study

Based on the formulation of problem above, the researcher conducted this research with the objective as follow: To describe the analysis of teachers professional competence in teaching English at MtsN 6 Boyolali in the Academic year 2022/2023."

F. The Benefits of Study

The results of this study are expected to provide the following benefits:

1. Theoretically

   The researcher hope that the results of this study can expand knowledge and information related to professional competence.

2. Practically

   a. For the English Teachers

      The results of this study are expected to help English teachers to

continue to improve their professional competence in improving the quality of education in learning.

b. For the Readers

The results of this study are expected to help readers in exploring and understanding professional competencies, especially those who want to become professional English teachers.

c. For the Next Researcher

This research is expected to be a reference for further research in conducting research on the same topic.

G. Definition of Key Terms

There are several definitions of key terms in the study. This is used to avoid misunderstanding the interpretation of the variables involved in this study, including:

1. Teachers Competences

Suyanto (2012: 47) states that competency refers to a description of the actions or skills that an individual in a particular occupation should have the ability to perform. In other words, a competent teachers is one who possesses the necessary teaching skills and abilities to effectively educate their students. Therefore, it is important for teachers to possess the ability to teach their students effectively. Those collection of knowledge, abilities, and attitudes are required to possess, embody, and uphold in order to fulfill their professional responsibilities. The acquisition of these competencies is expected to lead to the attainment of the countrys educational objectives.

2. Professional Competence

Based on Regulation of law number 14 of 2005 chapter IV, article 8 concerning teachers and lecturers, Professional competency is mastering the learning material widely and deeply, which includes mastery of curriculum material in school subjects and scientific substance that covers the material, as well as mastery of thestructure and methodology of science.

Mulder (2014:3) stated that professional competence refers to the comprehensive, innate ability to consistently achieve long-lasting results in a specific job by means of problem-solving, implementing innovative solutions, and driving transformation. This proficiency is an amalgamation of various skills and qualities that are deeply ingrained within the individual.

3. Teaching English

Teaching English is teachers must be creative and manage the classroom with interesting techniques as Brown in Fatsah (2014) stated that teaching is to show or help students to learn how to do things, give instruction in learning something, provide language, and cause to know or understand. This means that the teachers must make students feel comfortable and interested in learning subjects, especially in English.

English has achieved the status of being the most widely used language across many different countries, making it a truly global language. Instead, it has become a means of communication on an international level in areas such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Review

1. Teachers Competence

According to Republic of Indonesia Regulation Number 14 of 2005 Article 8 concerning teachers and lecturers chapter 1, article 1, stated that the mandatory requirements for a teachers are to have academic qualifications, competencies, educational certification, physical and spiritual health, and have the ability to realize national education goals. On its basis, it is clear that a teachers must have competence.

Based on Minister of National Education Regulation Number 16 of 2007, explained that teachers competence is a collection of knowledge, skills, and attitudes that must be mastered by teachers in carrying out tasks professionallity. The success of teaching materials is related to the content of teaching that influenced by competence. Competence is basically a description of what a person should be able to do in a job, in the form of activities, behaviors and results that should be displayed or shown (Munandar & Hasibuddin, 2020). Based on this government regulation teachers must have 4 competency standards including:

1. Pedagogical competence

   Based on the government regulation of the Republic of Indonesia Number 19 of 2005, teachers pedagogic competence is the ability of teachers to manage learning, both understanding of students, curriculum or syllabus development, learning design in the classroom

implementation of learning, evaluation of learning outcomes, and students development to actualize various potentials.

2. Personality competence

   Dantes in Witari and Manuaba (2021) defines that personal competence is the ability of teachers which includes personality attitudes that have faith, noble character, are wise and wise, democratic, honest, exemplary, and can develop themselves independently and continuously.

3. Professional competence

   According to the Law of Republic Indonesia number 14 of 2005 Article 10 paragraph 1 and Law Number 19 of 2005 Article 28 paragraph 3 Professional competence of teachers is defined as knowledge, skills, and attitudes that are manifested in the form of intelligent and responsible actions owned by someone who holds the position of teachers as a profession.

4. Social competence

   According to Mulyasa in Kamal et al., (2021) explained that social competence is a link between the ability of educators to communicate and socialize effectively to students, fellow educators, teaching staff, parents of students, and the surrounding community.

2. Professional Competence

Professional competence is directly related to the work of a teachers. This competency is a skill in mastering the material that involves various things, namely: a teachers must mastering the competency standards of the subjects taught, the teachers must be able to develop the material will be presented, learning strategies

furthermore be able to involve technology for learning process to carry out good learning cause affect positive students learning outcomes (Darminto & Sugandi, 2021). Being a professional teachers needs to be based on five principles. Five of them are (1) have a commitment to improve the quality of education, faith, piety, and noble character, (2) have academic qualifications and educational background in accordance with the field of work, (3) have the necessary competencies in accordance with the field of duty, (4) have responsibility for the implementation of professional duties, and (5) have the opportunity to develop professionalism ongoing basis with lifelong learning.

Based on Fahriani & Samad, (2020) teachers take the lion's share in successful education. Professionalism in teaching is very important because of how teachers think about their profession, why they should be professional, and how they behave and implement knowledge and skills related to their profession. According to Kurniawati in Jabri (2017) Professional competencies have five indicators they are: (1) Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught. (2) Mastering competency standards and basic competencies of subjects that are mastered (3) Develop creatively capable learning materials (4) Develop professionalism ongoing basis by taking reflective actions and (5) Utilize information and communication technology to develop themself.

3. Aspect of Professional Competence

According to Kurniawati in Jabri (2017) and the Minister of National Education Regulation Number 16 of 2007 there are five aspects or indicator of teachers professional competences as follows :

1. Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught

As a teachers, mastering the teaching material must be carried out relevant to the learning material he has as required by the Law on Teachers and Lecturers. Teachers important to have a deep understanding of the theories and concepts related to the subject matter being taught. This enables teachers to not only convey the information effectively to their students, but also to select, determine, and develop alternative strategies from a variety of learning sources.

By having a strong grasp of the subject matter, teachers are better equipped to design and implement engaging and effective learning experiences that cater to the diverse needs of their students. In essence, it is the teacher's obligation to master the subject matter in order to facilitate meaningful and productive learning experiences for their students. Indicators in mastering the material, structure, concepts, and scientific mindsets that support the subjects taught as an English teachers based on the Minister of National Education Regulation Number 16 of 2007 are described as follows:

1. Have knowledge of various aspects of language in English, both linguistic, discourse, sociolinguistic, and strategic.

Linguistic ability are associated with the educational process aimed at achieving learning objectives and evaluating the

progress of students.

2. Mastering spoken and written English, receptive and productive in all communicative aspects, both linguistic, discourse, sociolinguistic, and strategic scopes.

   Mastering spoken and written English skills is influenced by their verbal communication skills. Furthermore, these skills also aid in effective peer-to-peer discussions. On the other hand, written communication skills involve the ability to articulate ideas through scholarly writing, which serves as a reflection of the writers intellectual abilities.

Being a professional teachers must be able to master the material, structure, and scientific concepts that support the subjects they are taught. With teachers mastering scientific materials, structures, and concepts, the learning process will be more directed and meaningful for students. Mastery of this material can be interpreted as teachers must be able to understand the characteristics of learning resources, disciplines in a wide range, use and strengthen the methodology of the science that has been studied, adjust the scientific substance used to meet the demands and curricular space, and understand learning management (Mulyasa, 2009).

Managing learning carried out by teachers, one of which is by designing the learning process based on teachers performance indicators (Daryanto, 2013: 200), teachers are required to:

a. Formulate learning objectives in the learning design *(RPP).*

   Each proficient teacher is expected to design

innovative lesson plans that cater to the unique traits of their students by taking into consideration their individual differences.

b. Arrange teaching materials in a sequence, logically, contextually and up-to-date manner.

The teacher arrange teaching materials in a sequence, logically, contextually and up-to-date manner in the lesson plan. Furthermore, the sequence of the learning activities remains fixed and teacher-centered in approach. In contemporary times, educators are unable to solely act as knowledge disseminators, and are required to play a more comprehensive role.

c. Conducting appropriate and effective learning activities.

d. Choosing learning resources or learning media in accordance with the material and learning strategies.

2. Mastering competency standards and basic competencies of subjects that are mastered

There are at least three indicators in mastering the competency standards and basic competencies of subjects that are mastered as a teachers based on the Minister of National Education Regulation Number 16 of 2007 described as follows:

1. Understand the competency standards of the subjects they are capable of.
2. Understand the basic competencies of the subjects they are capable of.
3. Understand the learning objectives of the learned.

Learning effectiveness will be carried out properly if competency standards and basic subject standards have been compiled and sorted into a draft learning plan. Teachers should develop competency standards and basic competencies developed for each subject they are subjected to, and then elaborated into indicators as the first step in the development of forming these competencies. After this phase, the teachers determines the necessary learning media or techniques within the scope appropriate to the subject he is studying so as to achieve the learning objectives (Mulyasa, 2009).

Standards Competencies and Basic Competencies are listed in lesson plan. Standards Competencies and Basic Competencies aim to grouping and limit the learning materials that teachers must teach students to achieve the learning objectives themselves. Furthermore, teachers must be able to mastering standards competencies and basic competencies in teaching and learning process.

3. Develop creatively capable learning materials

Various methods and techniques are intended to accommodate different learning styles and preferences. Moreover, teachers who exhibit creativity in selecting appropriate learning methods and techniques can create a more dynamic and engaging learning environment that is not dull or monotonous. Based on the Minister of National Education Regulation Number 16 of 2007, developing creatively capable learning materials is described in two indicators as follows:

1. Choose learning materials that are mastered according to the level of development of students. Educational learning must understand the basic concepts of the educational process and learning in the field of study concerned and pay attention to the development of students according to their level.

   Learning materials must have standards so they can be taught to students accordingly with the applicable curriculum, because a curriculum is not only a learning instruction set by the government and then applied in schools. As professionals, teachers should have the ability to utilize a range of learning methods and techniques that are tailored to meet the needs of their students.

   According to Sinclair in Daryanto (2013: 117) emphasizes that a good curriculum, is a curriculum that gives schools the flexibility to accommodate the needs of students according to the demands of their community environment. The optimal development of students can form complete learners in the competence of devotion, dignity, morality, and responsibility.

   In modern education for make a learning more creatively the teachers must prioritize active student participation in the learning process. This means that students should be actively seeking out and constructing their own knowledge, with the teacher serving as a facilitator and motivator rather than the sole director of the learning experience.

   Based on Lisnawati (2018) toward student-centered learning is essential in the 21st century, and calls for a paradigm change in

how teachers design, implement, and evaluate their teaching strategies. Essentially, the teacher's role is to support and guide students in their learning journey.

2. Processing creatively capable subject matter according to the level of development of students. In processing learning materials, teachers can provide varied activities creatively aimed at facing the existence of diverse students, livening the classroom atmosphere, fostering student activity to be more responsive so that they have a high motivation to learn. Teachers can process learning materials creatively by paying attention to the level of development of students.

4. Develop professionalism ongoing basis by taking reflective actions

Based on Minister of National Education Regulation Number 16 of 2007 developing its professionalism ongoing basis by carrying out reflective actions described in four indicators as follows:

1. Reflecting on one's own performance continuously

A professional teachers must carry out professional development on an ongoing basis, because learners in the 21st century must be able to follow the development of science in their fields and be able to provide knowledge, skills and attitudes in accordance with the competency standards that students must have. A teachers must reflecting on one's own performance continuously According to permenag PAN and RB Number 16 of 2009, elements of sustainable

professional development activities include:

a. Self-development

Self-development is a form of effort to improve professionalism within oneself in accordance with the laws and regulations of national education policies. For example, teachers carry out joint activities in the form of KKG, MGMP, MGBK, KKKS, and MKKS to compile or develop curriculum tools, learning media, or assessments. Teachers also carry out self-development activities, namely participating in scientific activities such as seminars, workshops or panel discussions.

b. Scientific publications and Innovative works.

Scientific papers that are published and addressed to the community as a form of teachers contribution to improving the quality of teaching and learning. For example, teachers make scientific publications on research results and teachers can make book publications. Works that are developmental or new inventions as a form of contribution of teachers in schools to improve their professionalism. For example, teachers find appropriate technology, create artwork, modify learning tools or follow the development of standards, guidelines, spal and the like.

2. Utilizing the results of reflection in order to improve professionalism.
3. Conducting class action research for professional improvement.
4. Keep up with the times by learning from a variety of sources.

5. **Utilize information and communication technology to develop themselves.**

The 21st century is the century of knowledge as well as the century of information, and technology. Naturally, in this century, a teachers is required to have competence in utilizing information and communication technology in order to continue to develop themselves in keeping up with the times. This aims to make it easier for teachers to teach and shape the competence of students (Nurhalimah et al., 2022).

The use of information and communication technology is intended to provide teachers with convenience in streamlining teaching and learning activities, for example teachers are able to provide learning materials through the use of technology with power point slides, accessing the internet and using various platforms available. To achieve this competence, teachers must be equipped with the use of information and communication technology as a learning technology.

Despite the sophistication of technology so that learning runs efficiently to improve the quality of learning, teachers must develop their human potential so as to maintain and even increase their potential according to human values, religious values, beauty, economy, knowledge, technology, social, and intelligence. Because of the sophisticated technology, it still cannot be exemplary in presenting material that is knowledgeable. Information and communication technology is Supporting learning tools, so it is important for a teachers to continue to develop their potential.

Utilizing information and communication technology to develop themselves to improve the professional competence of teachers based on Permendiknas number 16 of 2007 is described in two indicators as follows:

1. Utilizing information and communication technology in communicating.
2. Utilizing information and communication technology for self-development.

4. Teaching English

Cameron L (2001:242) argued that teaching as the art of giving encouragement to students to behave according to what is assumed in the learning process, it is also an attempt to encourage students to behave as directed. What Cameron L means by teaching into "art" is that a teachers must be able to create situations in learning activities and motivate learners to have an interest in what has been taught.

Apart from fulfilling their own job requirements, it is important for an English teachers to also establish a welcoming and relaxed classroom environment. The purpose of this, is to enhance the students interest and comfort in learning, particularly in regards to English. The teachers should possess the ability to inspire and encourage the students, as the progress of their activities in English classes is largely dependent on how the teachers has instilled a sense of motivation for learning and self-improvement. To carry out their responsibilities effectively, a teachers must possess a range of knowledge and teaching skills.

English is the international language for communication in this era of modern technology and globalization, there is always an urgent

need to get in touch with the people around the word. It has been used as a means of communication all over the world. In non-English speaking countries, teaching in English is a trend to keep up with the development of international education (Sutanto, 2013: 7).

From the definition above, it can be concluded that teaching English is teachers's effort in encouraging and motivating their students by using knowledge, skills, attitudes and values to have interest in English which is an international language where used in communicating in the era of modern technology and globalization.

B. Previous Study

The first previous study was compiled by Noven Aquilla Abkarin from Semarang State University in 2020 with the title **The Analysis of Teachers Professional Competence Utilizing Information and Communication Technology for Teaching and Learning Process.** Noven Aquilla Abkarin uses a qualitative descriptive approach and naturalistic methods. This study aims to knowing the professional competence of teachers.

During the observation, exist teachers who not already have done the indicators of teachers professionalism, namely in the mastering technology and mastering the curriculum. This research was carried out when the Covid-19 pandemic broke out in Indonesia. Similarly, this research analyzes the professional competence of teachers. However, there are any differences between his research and this research, such as : (1) the focus of this study, that is analyze only on teachers who do not master technology and do not master the curriculum, but this research focus on the five aspects of indicators contained in

regulation of law Number 16 of 2007, (2) the data collection of the research, from his research the data collection is gotten from three schools in Wonosobo, but this research only in one school, (3) the sample of his research consist of ten teachers were familiar in using ICT in classroom learning, but in this research the sample is two English teachers.

The second research was conducted by Edumaspul Journal: Journal of education Volume 1 – Number 1, April 2017, 61-77 entitled **"The Profile of English Teachers Professional Competence and Students' Achievement at SMA Negeri 1 Enrekang".** This research uses a qualitative descriptive evaluation approach with the aim of to identify the profile of professional competence of English teachers and student achievement at SMK Negeri 1 Makassar. The results showed that the professional competence of teachers at SMK Negeri 1 Makassar in developing their professional competencies needs more improvement because it affects students learning outcomes.

Similarly, this research is an analysis of teachers competence in teaching English with the law Number 16 of 2007. However, there are any differences between his research and this research, such as : (1) focuse on sub-indicators where the ability of teachers in selecting, determining, and organizing the materials by making their own module, while this study is focus in five indicators and sub-indicators contained in regulation of law Number 16 of 2007, (2) the data collection from his research is gotten from English teachers of SMK Negeri 1 Makassar, but this research is gotten from english teachers of MTsN 6 Boyolali, (3) the sample of his research was purposive sampling

technique in three certified English teachers, but in this research, the sample is two certified English teachers.

The third research was conducted by Anisa Nadia from the Bengkulu State Islamic Institute in 2020 with the title **An Analysis of Teachers Competence on Teaching Learning Process of English at SMAIT Iqra' Bengkulu City.** This research is a qualitative research that uses the case study method. The objective of this research was to to investigate the extent to which teachers are in SMAIT Iqra' Kota Bengkulu competent in terms of pedagogical competence, personality competence, social competence, and professional competence. The finding of this research indicate that personality competence and social competence are relatively higher than pedagogic and professional competence. Those competencies very needed to increase student potential and achievement.

There are some similarities between the research from Anisa Nadia and this research. The similarities are the topic of the research about English teachers professional competence using interview observation, and document for collecting the data. However, there are any differences between his research and this research, such as : (1) the sample of the research, from her research, the sample is an English teachers of an senior high school, but in this research, the sample is an English teachers of junior high school, (2) the topic of the research, from her research is pedagogical competence, personality competence, social competence, and professional competence, but this research is focused only on professional competence.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research design, the researcher used a qualitative descriptive research with focused on professional competence of English teachers at MTsN 6 Boyolali. Sugiyono state "qualitative research methods are research methods used to examine the condition of natural objects where the researcher is a key instrument" (2016:9). While Creswell (2016) argue that "qualitative research is a type of research that explores and understands meaning in a number of individuals or groups of people derived from social problems".

Based on the definition above, the researcher applied descriptive qualitative research with the purpose to describe the fact or phenomenon that happen in the school, especially in teachers professional competence. This research describe the analysis of teachers professional competence in teaching English at MtsN 6 Boyolali in the Academic year 2022/2023.

B. Research Setting

1. Place of Research

This research was conducted at MTsN 6 Boyolali. It is located on Jl.Waduk Cengklik Ngesrep Ngemplak, Boyolali. E-mail of MTsN 6 Boyolali is ngemplakmtsn@gmail.com. The website is www.mtsn6boyolali.sch.id. MTsN 6 Boyolali is one of state islamic favorite school in Boyolali. It has 30 classes. MTsN 6 Boyolali has

"A" accreditation from the government.

2. Time of Research

The researcher conducted the research from February until March 2023. This research was conducted in the English teaching-learning. The complete of the setting of this research include proposal seminar, research data collection, analyze data, and thesis examination as stated in the table below:

Table 3.1 Time of Research

No	Activities	Feb			March				April
	Week	2	3	4	1	2	3	4	1
1	Proposal Seminar								
2	Research data Collection								
3	Analyze data								
4	Thesis Examination								

C. Research Subject and Informant

The subject of this research is the two English teachers at seventh grade students at MTsN 6 Boyolali Academic year 2022/2023. Before determining the subject in this study, the researcher decided to do pre- observation to know more about the subject profile. In this research,

the researcher made criteria of subject who consider as professional teachers. The subject of this research was Mr. A and Mrs. D. They taught in the seventh A, seventh B, and seventh C class at MTsN 6 Boyolali Academic year 2022/2023.

D. Data and Source of Data

a. Data

The data in this research is about the analysis of teachers professional competence in teaching English at seventh grade students of MTsN 6 Boyolali Academic year 2022/2023.

b. Source of Data

In this research, the source of data was the two English teachers of seventh grade students of MTsN 6 Boyolali Academic year 2022/2023. The English teachers of MTsN 6 Boyolali are Mr. A, and Mrs. D.

E. Research Instrument

In the descriptive qualitative, the key instruments of the research is the researcher herself as the main instrument. Research instruments are tools to used to obtain or collect data in order to solve research problem or achieve research objectives. The researcher during the entire process was taking roles as a designer, data collector, analyst, data interpreter, and result reporters of the research. The instruments used: observation, interview, and documentation for gathering the data.

F. Techniques of Collecting the Data

The instrument in this study is the researcher herself because this study uses a qualitative descriptive method (Sugiyono, 2016: 222). So it can be concluded that only the researcher herself as a research instrument, and cannot be replaced by anyone else. At the time of data collection, researchers use observation, interview, and documentation.

1. Observation

According to Sugiyono (2016:145) states that observation is a data collection technique that has specific characteristics not limited to people, but also other natural objects. As non-participants observer the research come and observes the teaching learning activities in classes. In this research, the researcher observe the process of teaching English to know the analysis of teachers's professional competence in teaching English at seven grade students of MTsN 6 Boyolali. 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. The researcher has coordination with two English teachers to arrange observations for gathering complete of data of teaching learning process until the researcher gather sufficient data representing the way of teaching English. The researcher use instruments in observation with observation checklist result as concrete aids which are briefly described as follows:

Table 3.2 Blueprint of Observation Checklist

No	Indicators	Description
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught	
2.	Mastering competency standards and basic competencies of subjects that are mastered	
3.	Develop creatively capable learning materials	
4.	Develop professionalism ongoing basis by taking reflective actions.	
5.	Utilize information and communication technology to develop themselves.	

2. Interview

Interview is a meeting of two people to exchange information and ideas throught the fact, so can be constructed meaning in a given 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 interview with the English teachers is an unstructured interview where a free interview is conducted with an outline list of questions" (Bugin, 2012: 100).

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, interview guideline, and camera. The interview was conducted from February 2023.

Table 3.3 Blueprint of Interview

No	Indicators	Description
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught	
2.	Mastering competency standards and basic competencies of subjects that are mastered	
3.	Develop creatively capable learning materials	
4.	Develop professionalism ongoing basis by taking reflective actions.	
5.	Utilize information and communication technology to develop themselves.	

3. Documentation

Documentation is a data collection tool used to obtain information that will aid in data analysis and interpretation. According to Nugrahani (2014:104) the documentation can provide specific details that support information from other sources. In this research, the documentation intend to get activity data in the teaching and learning process and also to get documents from the English teachers such as syllabus and leason plan. The data of documentation is used to support the data from the result of observation and interview.

G. Trustworthiness of the Data

This research is conduct by apllying qualitative research, therefore, it concerned with the trustworthiness. The data or information is gathered through observation, interview, and documentation. It should be check to see the credibility of research finding. Triangulation is used to verify the findings of this research. According to Sugiyono, there are three kinds of triangulation. They are source triangulation, technical triangulation, and time triangulation.

In this research, the researcher use triangulation. Technical triangulation is used to test the data's credibility by discovering and seeking the truth from the same source using different techniques (Sugiyono, 2016). In this research, the researcher employs observation, interviews, and documentation to obtain detail and specific information about source teachers professional competence in teaching English at MTsN 6 Boyolali.

H. Techniques of Analyzing the Data

Data analysis is the process of searching and arranging data that has been obtained from the result of data collection, so they can be

understood easily. In this research, the researcher use data analysis technique by Miles and Huberman, (2014). Based on model Miles and Huberman the activities in analysing the data are data reduction, data display, and drawing conclusion.

a. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and extracting all types of information that support research data. Data reduction is intended to reduce data so that the collected data become organized, systematic, and selected.

b. Data Display

Data display is a collection of information that can be used by researcher to draw conclusion and take an action. In data display, the researcher reports the result of data reduction in the form of narrative or descriptive text systematically which could be understood and reasonable.

c. Drawing Conclusion

Drawing conclusion is an activity of interpretation of the result of the analysis. Conclusion are intended to answer the problem formulation which is about teachers professional competence in teaching English at MTsN 6 Boyolali.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter presents the research finding. The objective of the research are describing an analysis of teachers professional competence in teaching English at MtsN 6 Boyolali Academic year 2022/2023. To find out how the teacher competence in MTsN 6 Boyolali, the researcher conducted an observation to attain the data by making a sign on the observation checklist, classrooom observation, interview with teachers and documentation.

1. An analysis of teachers professional competence in teaching English at MTsN 6 Boyolali in the academic year 2022/2023.

Based on the result of the observation checklist of an analysis of professional competence competence in teaching English at MtsN 6 Boyolali Academic year 2022/2023. it can be found as follows:

Table 4.1 Result of The First Teacher

No.	Indicators	Descriptions	
		Yes	No
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	✓	
3.	Develop creatively capable learning materials.		✓

4.	Develop professionalism ongoing basis by taking reflective actions.		✓
5.	Utilize information and communication technology to develop themselves.		✓

Table 4.2 Result of The Second Teacher

No.	Indicators	Descriptions	
		Yes	No
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	✓	
3.	Develop creatively capable learning materials.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.	✓	
5.	Utilize information and communication technology to develop themselves.		✓

In the table above, the first teacher from five indicators only two indicators that have been fulfilled. It shows that the first English teacher at MTsN 6 Boyolali has not been able to develop creatively capable learning materials, develop professionalism ongoing basis by taking reflective actions, and utilize information and communication technology to develop themselves. Meanwhile, in the second teacher fulfilled three indicators, which means that only two indicator does not fulfilled. Therefore, in this professional competence, the teachers must enhanced their professionalism for developing their students for improving the quality of education.

1) Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.

Based on the result of interview with the English teachers of MTsN 6 Boyolali, an analysis of teachers professional competence in teaching English at MTsN 6 Boyolali in the academic year 2022/2023 in mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught at seventh A, seventh B, and seventh C as follows:

a) Have knowledge of various aspects of language in English, both linguistic, discourse, sociolinguistic, and strategic.

When the researcher asked about whether have knowledge of various aspects of language in English, the teacher stated *"Tentunya mbak,sebagai guru bahasa Inggris mau tidak mau ya harus belajar menguasai aspek aspek kebahasaan yang berkaitan dengan bahasa Inggris."* (the result of T1 interview. Wednesday, February 22th 2023).

During the learning process, the learning center only from the teacher so students participate is passively. However, he seems fluently in explaining the content of students worksheet in front of the students. Moreover the second English stated *"Kalau saya, insyaallah menguasai mbak, meski dengan bantuan LKS."* (the result of T2 Interview. Saturday, February 25th 2023).

The second English teacher tries to understand the learning. She is conveys by mastering aspects of language in teaching English with the helped of students worksheet.

b) Mastering spoken and written English, receptive and productive in all communicative aspects, both linguistic, discourse, sociolinguistic, and strategic scopes.

When the reseacher ask about how teachers mastering spoken and written English, the teacher stated that "*Saya selaku guru bahasa Inggris ya dengan mempelajari dari buku dan juga internet.*" (the result of T1 interview. Wednesday, February 22th 2023).

The other teacher stated "*Saya belajarnya pakai banyak sumber mbak, iya supaya saya bisa menguasai baik secara lisan maupun tulisan.*" (the result of T2 Interview. Saturday, February 25th 2023).

From the statements above, it can be concluded that the teachers ways to mastering spoken and written English, receptive and productive in all communicative aspects, both linguistic, discourse, sociolinguistic, and strategic scopes is from variety source like from internet and also books. During learning process, both of teachers explain the learning material with mastering spoken or written in the students worksheet.

In addition, according to Daryanto (2013: 200) Teachers performance indicators mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught, teachers are required to :

(a) Formulate learning objectives in the learning design *(RPP).*

According to interview, the teachers formulate the

learning design the after getting the sylabus from MGMP, then the learning design processed according to the learning activities to be carried out. *"Dari sylabus biasanya turun dari MGMP, nanti saya olah sedemikian rupa agar bisa saya gunakan sebagai RPP."* (the result of T1 interview. Wednesday, February 22th 2023).

The other teacher state that the sylabus created by MGMP then given for the school to be processed by subject teachers and then handed over to the principal for approval and start the learning process. *"Kalau saya, menyusun RPP nya menyesuaikan dari sylabus MGMP, dari MGMP diberikan ke sekolah lalu saya susun dan mintakan tanda tangan sama kepala sekolah mbak."* (the result of T2 Interview. Saturday, February 25th 2023).

Based on those statements, the conclusion is the teachers make lesson plans independently after get sylabus from MGMP. The lesson plan prepared by the teacher and asked for the principal signature to be approved in the learning process.

(b) Arrange teaching materials in a sequence, logically, contextually and up-to-date manner.

When the researcher asked to the teacher how arrange teaching materials. The teacher compile teaching materials from lesson plan by paying attention to order, make sense and update according to the times.*"Ya menyusun materi nya*

caranya harus berurutan, logis dan disesuaikan keadaan kelas serta mengikuti perkembangan zaman." (the result of T1 interview. Wednesday, February

22th 2023).

The other teacher stated that she arranged the materials sequential. *"Biasanya saya menyusun materi saya sesuaikan dalam sylabus harus urut kalau tidak kasihan anak anak...."* (the result of T2 Interview. Saturday, February 25th 2023).

Based on all the statements, it can be concluded that the teachers arrange teaching materials in a sequence, logically, contextually and up-to-date manner adjusted sequentially, reasonably, according to the times.

(c) Conducting appropriate and effective learning activities.

When the researcher asked to the teacher conducting appropriate and effective learning activities. The teacher calculate the expectations of the students situation and begin to apply which learning is appropriate. *"Iya dengan melihat keadaan kelas nanti saya kira kira mana pembelajaran yang efektif agar dapat tersampaikan dengan baik."* (the result of T1 interview. Wednesday, February 22th 2023).

The other teacher stated that she conducting appropriate and effective learning activities. The teacher making observations during learning, by studying the character of students he is able to apply learning activities

effectively. *"Saya amati disaat sela sela pembelajaran saya*

kan ngajar banyak kelas jadi saya sesuaikan karakter siswa nya sehingga saya tau cara menyelenggarakan pembelajaran secara efektif." (the result of T2 Interview. Saturday, February 25th 2023).

Based on all the statements, it can be concluded that the teachers arrange teaching materials in a sequence, logically, contextually and up-to-date manner adjusted sequentially, reasonably, according to the times and by taking into account the character of different students.

(d) Choosing learning resources or learning media in accordance with the material and learning strategies.

When the researcher asked to the teacher whether choosing learning resources or learning media in accordance with the material and learning strategies. The teacher stated *"Iya betul mbak saya memilih sumber belajar sesuai dengan materi."* (the result of T1 interview. Wednesday, February 22th 2023). The other teacher stated.

"Iya saya memilih yang sesuai mbak." (the result of T2 Interview. Saturday, February 25th 2023).

Based on all the statements, it can be concluded that the English teachers choosing learning resources or learning media in accordance with the material and learning strategies.

2) Mastering competency standards and basic competencies of subjects that are mastered.

Based on the result of interview with the English teachers of MTsN 6 Boyolali, an analysis of teachers professional competence in teaching English at MTsN 6 Boyolali in the academic year 2022/2023 in mastering competency standards and basic competencies of subjects that are mastered at seventh grade students as follows:

a) Understand the competency standards of the subjects they are capable of.

The teachers understand the competency standards of the subjects they are capable of. *"Iya, bapak menguasai SK-KD itu sudah ada di buku pedoman guru, terdapat juga dalam RPP."* (the result of T1 interview. Wednesday, February 22th 2023). Other teacher also stated that he understand the competency standards of the subjects they are capable of. *"Ya, menguasai"*
(the result of T2 Interview. Saturday, February 25th 2023).

During classroom observation the teachers seems understand and master the standard competencies. The standards competencies are listed in the lesson plan or *RPP*, they are can easily master the learning materials.

Based on those statements, the conclusion is the teachers understand the competency standards of the subjects they are capable of. The competency standards are listed in lesson plan and sylabus.

b) Understand the basic competencies of the subjects they are capable of.

When the researcher ask the teachers how understand the basic competencies of the subjects they are capable of the

teacher stated *"Iya dengan membacanya mbak lewat RPP kan dari membaca saya nanti memahami."* (the result of T1 interview. Wednesday, February 22th 2023). The other teacher stated "*Ibu melalui RPP bisa membaca SK-KD dan mulai menyesuaikanya didalam kelas."* (the result of T2 Interview. Saturday, February 25th 2023).

During the teaching learning process the teachers are understand and master the standard competencies and basic competencies to achieve the learning objectives. The basic competencies listed in the lesson plan, the teachers can easily read continuesly and of course to master the learning material.

c) Understand the learning objectives of the learned.

When the researcher ask the teachers understand the learning objectives of the learned the teacher stated that *"Kalau tujuan pembelajaran jelas saya mengerti mbak, kan saya sesuaikan dengan silabus."* (the result of T1 interview. Wednesday, February 22th 2023). However, other teacher stated *"Ibu berusaha untuk memahami tujuan pembelajaran tentunya mbak...."* (the result of T2 Interview. Saturday, February 25th 2023).

During the observation the first teacher, he does not understand the learning objectives of the learned. In teaching learning process, he does not adjusted the learning objectives that should be taught in the lesson plan, the teacher only spontaneously provided the material in students worksheet as his learning resource, even though the learning topic was different from the discussion that should be taught in the lesson plan. Moreover the second teacher tries to understand the

learning objective.

3) Develop creatively capable learning materials.

Based on the result of interview with the English teachers of MTsN 6 Boyolali, an analysis of teachers professional competence in teaching English at MTsN 6 Boyolali in the academic year 2022/2023 in develop creatively capable learning materials at seventh A, seventh B, and seventh C as follows:

a) Choose learning materials that are mastered according to the level of development of students.

When the researcher ask about does the teacher choose learning materials that are mastered according to the level of development of students the teacher stated that he does not chosen learning materials that were mastered according to the level of development of students. "*Untuk pembelajaran dikelas saya kadang tidak memilih sesuai dengan level perkembangan siswa mbak....*" (the result of T1 interview. Wednesday, February 22th 2023). However, other teacher stated *"Iya ibu seringkali belum memilih materi yang sesuai didalam kelas...."* (the result of T2 Interview. Saturday, February 25th 2023).

During the observation both of the teachers really not been seen have adjusted the material according to the level of development of students in their. It was proven that when learning process, they just asked students to doing assignment in students worksheet pages, the first teacher were randomized spontaneously, did not match the lesson plan he compiled before and did not pay attention to the development of his students. But the second teacher has not provided tutoring

according to the ability of his students, sometimes he gives difficult questions that they certainly do not understand, but she looks try to adjusted the material according the level of development of students in classes seventh C.

In addition, when the researcher ask teachers does the teachers choose learning materials that are mastered according to the curriculum, the second teacher stated she does not adjusted the selected material in accordance with the applicable curriculum. *"Iya sekarang pemilihan materi masih belum saya sesuaikan dengan kurikulum yang berlaku soalnya...."* (the result of T2 Interview. Saturday, February 25th 2023).

Based on all the statements, it can be concluded that the second teacher does not choose learning materials that are mastered according to the curriculum. By doing this, the teachers will not know choosing learning materials that are mastered according to the level of development of students in accordance with the applicable curriculum.

b) Processing creatively capable subject matter according to the level of development of students.

When the researcher asked to the teacher how processing creatively capable subject matter according to the level of development of students, the teacher said *"Bapak sejauh ini hanya membawa pegangan students worksheet saja mbak...."* (the result of T1 interview. Wednesday, February 22th 2023). The other teacher stated that *"Iya saya mengolah materinya memang belum kreatif ya sejauh ini cuma*

mengerjakan students worksheet saja mbak ” (the result of T2 Interview. Saturday, February 25th 2023).

During the observation the teachers seen not processed learning materials creatively according to the level of students in classes seventh A, seventh B, and seventh C in MTsN 6 Boyolali. It is proven that when learning takes place in the classroom, only tells students to do students worksheet, not innovate other learning to support student development in English lessons. Learning process is also always in the classroom too.

Based on all the statements, it can be concluded that the teachers not processed learning materials creatively according to the level of students. Both of teachers used same source from students worksheet.

4) Develop professionalism ongoing basis by taking reflective actions.

Based on the result of interview with the English teachers of MTsN 6 Boyolali, an analysis of teachers professional competence in teaching English at MTsN 6 Boyolali in the academic year 2022/2023 in develop professionalism ongoing basis by taking reflective actions at seventh A, seventh B, and seventh C as follows:

a) Reflecting on one's own performance continuously.

When the researcher asked to the teacher does reflecting on one's own performance continuously, the teacher stated that*“Bapak sendiri masih belum melakukan pengembangann keprofesionalan dengan tindakan reflektif....”* (the result of T1 interview. Wednesday, February 22th 2023). The other teacher stated that *“Ibu berusaha untuk terus*

melakukan pengembangan diri ibu memperbaiki apa yang perlu diperbaiki dan lebih ditingkatkan kalau sudah baik....” (the result of T2 Interview. Saturday, February 25th 2023).

During the observation the first teacher seen not reflecting on one's own performance continuously in classes seventh A and seventh B. It is proven that when learning takes place in the classroom, only relies on students worksheet, all learning refers to students worksheet only. Meanwhile the second teacher tries to reflecting one's own performance continously in seventh C classes, it is proven when she reviewing the material given at the previous meeting, he tried to provoke the students to read the material of the previous meeting in the students worksheet.

Based on all the statements, it can be concluded that the first teachers not reflecting on one's own performance continuously. But the second English teacher still strive to continue to reflect on theirself continuously.

(a) Self-development.

When the researcher ask about teachers do the self-development the teacher stated “*Sebenarnya program pengembangan diri dari pemerintah ada KKG dan MGMP setau saya, tapi saya sering tidak ikut, saya harus ngajar dibeberapa tempat soalnya.”* (the result of T1 interview. Wednesday, February 22th 2023). The other teacher state “*Kalau saya ikut program demi melakukan pengembangan diri mbak saya selalu ikut MGMP dari sekolah.”* (the result of T2 Interview.

Saturday, February 25th 2023).

Based on those statements, the conclusion is the first teachers does not doing self-development such as KKG, MGMP, MGBK, KKKS, and MKKS to compile or develop curriculum tools, learning media, or assessments. Meanwhile the second teacher is follow the MGMP programs.

(b) Scientific publications and innovative works.

The teacher stated never make scientific publications such as journal, artikel or others. *"Belum pernah mbak, baik jurnal atau artikel belum pernah membuat dan pastinya belum publish."* (the result of T1 interview. Wednesday, February 22th 2023). The other teacher state she is ever making scientific publications *"Sudah pernah mbak buat article saat di program MGMP."* (the result of T2 Interview. Saturday, February 25th 2023).

Based on those statements, the conclusion is the first teacher never making scientific publications such as journal or article. Moreover the second teacher make some article in MGMP programs.

b) Utilizing the results of reflection in order to improve professionalism.

When the researcher asked to the teacher does utilizing the results of reflection in order to improve professionalism. the teacher stated that *"Iya belum mbak, kan tadi tidak pernah buat jadi ya hasilnya saya tidak bisa memanfaatkan"* (the result of T1 interview. Wednesday, February 22th 2023). The other teacher stated that *"Iya mbak hasilnya*

saya memanfaatkan nya waktu mengajar kan bisa membuat saya lebih meningkatkan keprofesionalan saya" (the result of T2 Interview. Saturday, February 25th 2023).

Based on all the statements, it can be concluded that the first teachers not utilizing the results of reflection in order to improve professionalism. Moreover the second teacher is utilizing the results of reflection in order to improve professionalism.

c) Conducting class action research for professional improvement.

When the researcher asked to the teacher does conducting class action research for professional improvement, the teacher stated that *"Bapak sudah lama tidak melakukan penelitian tindakan kelas mbak, belum sempat, ini banyak even disekolah."* (the result of T1 interview. Wednesday, February 22th 2023). The other teacher stated that *"Iya mbak. Saya harus melakukan penelitian tindakan kelas guna terus meningkatkan profesionalisme guru."* (the result of T2 Interview. Saturday, February 25th 2023).

During the observation the first teachers when he has finished doing assignments from students worksheet and collected, he is only busy correcting the answers of students in class, regardless of the students who are busy running around so that learning is not very conducive in classes seventh A and seventh B. It is proven that when learning takes place in the classroom, the teachers are not doing class action research so that it misapplies the strategy in class.

Meanwhile, the second teacher class she applies the strategy in

class. seventh C famous for the most crowded class, the teacher condition the class decisively, so the students did not dare to talk with each other like on the first teacher classes. For example if the students crowded, she instructs students to be noisy , the teacher said, “kalian jangan berisik terus, kalau ada yang berbicara didepan didengarkan!”

Based on all the statements, it can be concluded that the first teacher does not conducting class action research for professional improvement so caused he does not know about the condition in every class that he teach and unable to apply the right learning strategy to his students. Meanwhile the second teacher do conducting class action research, to know the right strategy to deal with students in the class during the learning process.

d) Keep up with the times by learning from a variety of sources.

When the researcher asked to the teacher does keep up with the times by learning from a variety of sources the teacher stated that *“Iya mbak, jujur bapak mengajarnya dari students worksheet saja mbak, jadi ya tidak mengikuti perkembangan zaman.”* (the result of T1 interview. Wednesday, February 22th 2023).The other teacher stated that *“Iya mbak, harus mengikuti perkembangan zaman dong, harus up-to-date kan banyak sumbernya internet contohnya.”* (the result of T2 Interview. Saturday, February 25th 2023).

During the observation the teachers seen not use any sources all learning refers to students worksheet only. Based on all the statements, it can be concluded that both of English teachers are did

not keep up with the times by learning from a variety of sources.

5) Utilize information and communication technology to develop themselves.

Based on the result of interview with the English teachers of MTsN 6 Boyolali, an analysis of teachers professional competence in teaching English at MTsN 6 Boyolali in the academic year 2022/2023 in develop professionalism ongoing basis by taking reflective actions at seventh A, seventh B, and seventh C as follows:

a) Utilizing information and communication technology in communicating.

When the researcher asked to the teacher whether utilizing information and communication technology in communicating, the teacher stated *"Iya saya tidak menggunakan bantuan ICT dalam pembelajaran, semuanya hanya dari students worksheet mbak...."* (the result of T1 interview. Wednesday, February 22th 2023). Same with the other teacher stated that *"Didalam kelas ibu hanya menggunakan metode ceramah dan sumber belajar dari students worksheet mbak."* (the result of T2 Interview. Saturday, February 25th 2023).

During the observation showed that the English teachers had not utilizing information and communication technology in communicating in the learning process. Both of them only relies on students worksheet in the learning process with the lecture method.

b) Utilizing information and communication technology for self-development.

When the researcher asked to the teacher how utilizing

information and communication technology for self- development, the teacher stated *"Bapak menggunakan bantuan ICT hanya saat memasukan nilai hasil belajar, didalam kelas tidak menggunakan bantuan ICT apapun."* (the result of T1 interview. Wednesday, February 22th 2023). Same with the other teacher stated that *"Ibu sendiri kurang terlalu paham tentang ICT. Kalau mau menggunakan media seperti proyektor itu pun kendalanya banyak, fasilitas proyektor pun terbatas, jadi untuk dikelas seadanya saja."* (the result of T2 Interview. Saturday, February 25th 2023).

During the observation showed that the English teachers had not utilizing information and communication technology in communicating in the learning process. Both of them only relies on *students worksheet* in the learning process with the lecture method, did not use the help of projector media or other media information and communication technology.

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

Informant	**Code**	**Result of coding**	**Indicator**
Mr. A (Teacher 1) : T1 Mrs. D (Teacher 2) : T2	TPCTE	Teachers Professional Competence in Teaching English	1. Mastering the material 2. Mastering standards and basic competence 3. Develop creative learning 4. Develop professionalism 5. Utilize ICT

Table 4.2 Axial Coding (Interview with Mr. A and Mrs. D)

No.	Name	Code	Indicator	Data
1.	T1	TPCTE	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	a. Tentunya mbak,sebagai guru bahasa Inggris mau tidak mau ya harus belajar menguasai aspek aspek kebahasaan yang berkaitan dengan bahasa Inggris. (Interviewed on Wednesday, February 22th 2023). b. Saya selaku guru bahasa Inggris ya dengan mempelajari dari buku dan juga internet. (Interviewed on Wednesday, February 22th 2023). a) Dari sylabus biasanya turun dari MGMP, nanti saya olah sedemikian rupa agar bisa saya gunakan sebagai RPP. (Interviewed on Wednesday, February 22th 2023). b) Ya menyusun materi nya caranya harus berurutan, logis dan disesuaikan keadaan kelas serta mengikuti perkembangan zaman. (Interviewed on Wednesday, February 22th 2023). c) Iya dengan melihat keadaan kelas nanti saya kira kira mana pembelajaran yang efektif agar dapat

				tersampaikan dengan baik. (Interviewed on Wednesday, February 22th 2023). d) Iya betul mbak saya memilih sumber belajar sesuai dengan materi. (Interviewed on Wednesday, February 22th 2023).
	T2			a. Kalau saya, insyaallah menguasai mbak, meski dengan bantuan students worksheet. (Interviewed on Saturday, February 25th 2023). b. Saya belajarnya pakai banyak sumber mbak, iya supaya saya bisa menguasai baik secara lisan maupun tulisan. (Interviewed on Saturday, February 25th 2023). a) Kalau saya, menyusun RPP nya menyesuaikan dari sylabus MGMP, dari MGMP diberikan ke sekolah lalu saya susun dan mintakan tanda tangan sama kepala sekolah mbak. (Interviewed on Saturday, February 25th 2023). b) Biasanya saya menyusun materi saya sesuaikan dalam sylabus harus urut kalau tidak kasihan

				anak anak....(Interviewed on Saturday, February 25th 2023). c) Saya amati disaat sela sela pembelajaran saya kan ngajar banyak kelas jadi saya sesuaikan karakter siswa nya sehingga saya tau cara menyelenggarakan pembelajaran secara efektif. (Interviewed on Saturday, February 25th 2023). d) Iya saya memilih yang sesuai mbak. (Interviewed on Saturday, February 25th 2023).
2.	T1	TPCTE	Understand the competency standards of the subjects they are capable of.	a. Iya, bapak menguasai SK-KD itu sudah ada di buku pedoman guru, terdapat juga dalam RPP. (Interviewed on Wednesday, February 22th 2023). b. Iya dengan membacanya mbak lewat RPP kan dari membaca saya nanti memahami. (Interviewed on Wednesday, February 22th 2023). c. Kalau tujuan pembelajaran jelas saya mengerti mbak, kan saya sesuaikan dengan silabus. (Interviewed on Wednesday, February 22th 2023).

	T2			a. Ya, menguasai (Interviewed on Saturday, February 25th 2023). c. Ibu melalui RPP bisa membaca SK-KD dan mulai menyesuaikanya didalam kelas. (Interviewed on Saturday, February 25th 2023). b. Ibu berusaha untuk memahami tujuan pembelajaran tentunya mbak.... (Interviewed on Saturday, February 25th 2023).
3.	T1	TPCTE	Develop creatively capable learning materials.	a. Untuk pembelajaran dikelas saya kadang tidak memilih sesuai dengan level perkembangan siswa mbak.... (Interviewed on Wednesday, February 22th 2023). b. Bapak sejauh ini hanya membawa pegangan students worksheet saja mbak.... (Interviewed on Wednesday, February 22th 2023).
	T2			a. Iya ibu seringkali belum memilih materi yang sesuai didalam kelas....” (Interviewed on Saturday, February 25th 2023). a) Iya sekarang pemilihan materi masih belum saya sesuaikan dengan kurikulum yang berlaku soalnya.... (Interviewed on Saturday, February

				25th 2023). b. Iya saya mengolah materinya memang belum kreatif ya sejauh ini cuma mengerjakan students worksheet saja mbak (Interviewed on Saturday, February 25th 2023).
4.	T1	TPCTE	Develop professionalism ongoing basis by taking reflective actions.	a. Bapak sendiri masih belum melakukan Pengembangann keprofesionalan dengan tindakan reflektif.... (Interviewed on Wednesday, February 22th 2023). a) Sebenarnya program pengembangan diri dari pemerintah ada KKG dan MGMP setau saya, tapi saya sering tidak ikut, saya harus ngajar dibeberapa tempat soalnya. (Interviewed on Wednesday, February 22th 2023). b) Belum pernah mbak, baik jurnal atau artikel belum pernah membuat dan pastinya belum publish. (Interviewed on Wednesday, February 22th 2023). b. Iya belum mbak, kan tadi tidak pernah buat jadi ya

				hasilnya saya tidak bisa memanfaatkan (Interviewed on Wednesday, February 22th 2023). c. Bapak sudah lama tidak melakukan penelitian tindakan kelas mbak, belum sempat, ini banyak even disekolah. (Interviewed on Wednesday, February 22th 2023). d. Bapak sudah lama tidak melakukan penelitian tindakan kelas mbak, belum sempat, ini banyak even disekolah. (Interviewed on Wednesday, February 22th 2023).
	T2			a. Iya tentu saja ibu memilih materi yang sesuai didalam kelas.... (Interviewed on Saturday, February 25th 2023). a) Kalau saya ikut program demi melakukan pengembangan diri mbak saya selalu ikut MGMP dari sekolah. (Interviewed on Saturday, February 25th 2023). b) Sudah pernah mbak buat artikel saat di program MGMP. (Interviewed on Saturday, February

				25th 2023). b. Iya mbak hasilnya saya memanfaatkan nya waktu mengajar kan bisa membuat saya lebih meningkatkan keprofesionalan saya. (Interviewed on Saturday, February 25th 2023). c. Iya mbak. Saya harus melakukan penelitian tindakan kelas guna terus meningkatkan profesionalisme guru. (Interviewed on Saturday, February 25th 2023). d. Iya mbak, harus mengikuti perkembangan zaman dong, harus up-to-date kan banyak sumbernya internet contohnya. (Interviewed on Saturday, February 25th 2023).
5.	T1	TPCTE	Utilize information and communication technology to develop themselves.	a. Iya saya tidak menggunakan bantuan ICT dalam pembelajaran, semuanya hanya dari students worksheet mbak.... (Interviewed on Wednesday, February 22th 2023). b. Bapak menggunakan bantuan ICT hanya saat memasukan nilai hasil belajar, didalam kelas tidak menggunakan bantuan ICT apapun. (Interviewed on Wednesday, February 22th 2023).

	T2			a. Didalam kelas ibu hanya menggunakan metode ceramah dan sumber belajar dari students worksheet mbak (Interviewed on Saturday, February 25th 2023). b. Ibu sendiri kurang terlalu paham tentang ICT. Kalau mau menggunakan media seperti proyektor itu pun kendalanya banyak, fasilitas proyektor pun terbatas, jadi untuk dikelas seadanya saja. (Interviewed on Saturday, February 25th 2023).

B. Discussion

In this part, the researcher discusses about the analysis of teachers professional competence in teaching English at MTsN 6 Boyolali.

1. An analysis of teachers professional competence in teaching English at MTsN 6 Boyolali in the academic year 2022/2023.

1) Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.

Being a professional teachers must be able to master the material, structure, and scientific concepts that support the subjects being taught. With teachers mastering scientific materials, structures, and concepts, the learning process

will be more directed and meaningful for students.

By having a strong grasp of the subject matter, teachers are better equipped to design and implement engaging and effective learning experiences that cater to the diverse needs of their students. In essence, it is the teachers obligation to master the subject matter in order to facilitate meaningful and productive learning experiences for their students. Indicators in mastering the material, structure, concepts, and scientific mindsets that support the subjects taught.

According to the Minister of National Education Regulation Number 16 of 2007 indicator to mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught which are : a) Have knowledge of various linguistic aspects in English (linguistics, discourse, sociolinguistics, and strategic), and b) mastering spoken and written English, receptive and productive in all aspects of his communicative (linguistic, discourse, sociolinguistic, and strategic). In this case, English teachers of MTsN 6 Boyolali master several indicators professional competences. Those professional competences are following:

The first is have knowledge of various linguistic aspects in English (linguistics, discourse, sociolinguistics, and strategic). It means that teachers must have knowledge about linguistic ability are associated with the educational process aimed at achieving learning objectives and evaluating the progress of students. Based on the result of observation and

interview the English teachers have the ability knowledge to master linguistic aspects in English.

The second is mastering spoken and written English, receptive and productive in all aspects of his communicative (linguistic, discourse, sociolinguistic, and strategic). Its means that mastering both of spoken and written English skills. On the other hand, written communication skills involve the ability to articulate ideas through scholarly writing, which serves as a reflection of the writers intellectual abilities. Based on the results of observations and interviews the English teachers have the ability in mastering spoken and written English.

This is in accordance with the indicators of teachers professional competence in Permendiknas No. 16 of 2007 where teachers should mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.

Both of the teachers used a helped of students workseet in teaching learning process, they are fluently for explain the content of the students worksheet, as an English teachers the already said to fulfilled the first indicator of professional competence, namely in mastering the material, structure, concept, and scientific mindset the subject they are taught.

In addition, according to Daryanto (2013: 200) Teachers performance indicators mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught, teachers are required to:

(a) Formulate learning objectives in the learning design

(RPP). Based on the result of interview, the English teachers formulate the learning objective from the sylabus given from MGMP.

Each proficient teacher is expected to design innovative lesson plans that cater to the unique traits of their students by taking into consideration their individual differences. Its means that the English teachers have fulfilled in formulating the learning design. Based on interview obtained that the learning design created independently by each teacher, the learning design gotten from MGMP then processed into lesson plan.

However, when learning takes place the second teachers used a lesson plan from the first teachers, so it can stated that the learning design not created independently by each other.

(b) Arrange teaching materials in a sequence, logically, contextually and up-to-date manner. Based on the result of interview, the English teachers arrange the material sort accordingly lesson plan that was created and adapted to the times and the applicable curriculum.

Based on Lisnawati (2018) toward student-centered learning is essential in the 21st century, and calls for a paradigm change in how teachers design, implement, and evaluate their teaching strategies. Essentially, the teacher's role is to support and guide students in their learning journey.

(c) Conducting appropriate and effective learning

activities. Based on the result of interview, the ways the teachers for make efective learning they are adjust the situation students and do stategy method to apply.

(d) Choosing learning resources or learning media in accordance with the material and learning strategies. Based on the result of interview the teachers are already choose resources learning media

2) Mastering competency standards and basic competencies of subjects that are mastered.

According to Kurniawati in Jabri (2017) and the Minister of National Education Regulation Number 16 of 2007 indicator to mastering competency standards and basic competencies of subjects that are mastered which are : a) understand the competency standards of the subjects they are capable of, b) understand the basic competencies of the subjects they are capable of, c) understand the learning objectives of the learned. In this case, English teachers of MTsN 6 Boyolali master several indicators professional competences. Those professional competences are following:

The first is understand the competency standards of the subjects they are capable of. Based on observation and interview, the teachers understand the competency standards of the subjects they are capable of because both of competency are listed in lesson plan and sylabus.

The second is understand the basic competencies of the

subjects they are capable of. Based on interview, the teachers ways to understand and master the standard and basic competencies is with read them from lesson plan continuesly to achieve the learning objectives. Based on observation in the clasroom the teachers seen mastering standard and basic competencies that have been adjusted to lesson plan that they created.

The third is understand the learning objectives of the learned. Based on interview, the teachers are understand the learning objectives of the learned. But during the observation the first teacher, he does not understand the learning objectives of the learned. In teaching learning process, he does not adjusted the learning objectives that should be taught in the lesson plan, the teacher only spontaneously provided the material in students worksheet as his learning resource, even though the learning topic was different from the discussion that should be taught in the lesson plan. Its means that the first teachers do not understand the learning objectives that have been prepared in the lesson plan. Meanwhile based on the observation the second teachers have adjusted the learning objectives inside lesson plan that she created.

3) Develop creatively capable learning materials.

Being a professional teachers must be able to develop learning materials that are creatively taught. Teachers must be able to choose material that is appropriate to the level of student development and process the material integratively and creatively according to the level of student development.

Learning materials must have standards so they can be taught to students accordingly with the applicable curriculum, because a curriculum is not only a learning instruction set by the government and then applied in schools. As professionals, teachers should have the ability to utilize a range of learning methods and techniques that are tailored to meet the needs of their students.

According to the Minister of National Education Regulation Number 16 of 2007 indicator to mastering competency standards and basic competencies of subjects that are mastered which are : a) choose learning materials that are mastered according to the level of development of students, b) processing creatively capable subject matter according to the level of development of students.

The first is choose learning materials that are mastered according to the level of development of students. Based on observation and interview, both of the teachers really not been seen have adjusted the material according to the level of development of students in their classes. Its means that they did not really pay attention to learning materials according development of his students. Moreover the teachers look tries to adjusted the material according the level of development of students.

The second is processing creatively capable subject matter according to the level of development of students. Based on observation and interview, the teachers seen not processed learning materials creatively according to the level of students in their classes. It is proven that when learning takes place in the classroom, only tells students to do students worksheet, not innovate other learning to

support student development in English lessons. Even though it should be teachers can provide varied activities creatively aimed at facing the existence of diverse students, livening the classroom atmosphere, fostering student activity to be more responsive so that they have a high motivation to learn. Teachers can process learning materials creatively by paying attention to the level of development of students.

This is not in accordance with the indicators of teachers professional competence in Permendiknas No. 16 of 2007 concerning develop creatively capable learning materials. Should the teachers use a various methods and techniques are intended to accommodate different learning styles and preferences. Moreover, teachers who exhibit creativity in selecting appropriate learning methods and techniques can create a more dynamic and engaging learning environment that is not dull or monotonous.

4) Develop professionalism ongoing basis by taking reflective actions.

Every teachers should continue to develop themselves in their professionalism to become teachers. This form of professional development can be done in various ways, for example by performing reflective actions. Reflective actions can be taken on the learning process, learning media, approaches and methods, and student learning outcomes.

According to Kurniawati in Jabri (2017) and the Minister of National Education Regulation Number 16 of 2007 indicator to develop professionalism ongoing basis by taking reflective actions

which are : a) reflecting on one's own performance continuously, b) utilizing the results of reflection in order to improve professionalism, c) conducting class action research for professional improvement, e) keep up with the times by learning from a variety of sources. In this case, English teachers of MTsN 6 Boyolali master several indicators professional competences. Those professional competences are following:

The first indicator is reflecting on one's own performance continuously. Based on interview, the first teachers is not doing reflective action so that when learning takes place in the classroom, only relies on students worksheet, all learning refers to students worksheet only. Its means that they not doing the reflective actions. In fact, teachers should be able to do self-development effectively in order to apply newer strategies and methods so that learning does not seem boring and result participation students are low, this greatly affects the quality of education in the classroom. But, the second teacher doing reflective action with join in MGMP.

In addition According to permenag PAN and RB Number 16 of 2009, a teachers must reflecting on one's own performance continuously elements of sustainable professional development activities include :

a) Self-development, based on interview the first teacher are not doing self development like attend MGMP, KKG, and the other evens, Whereas the reasons is he have another scholl to teach. But, the second teacher is join programs to improving their

self development namely MGMP.

b) Scientific publications and Innovative works. based on interview the first teacher are not doing scientific publication and innovative wok. For created journals or article they never do that. Meanwhile the second teacher in MGMP programs she is created scientific publications, namely article.

The second indicator is utilizing the results of reflection in order to improve professionalism. Based interview, the first techer not doing a reflecting on one's own performance continuously such as making journal or articles, its automatically they not utilizing the results of reflection in order to improve professionalism. Meanwhile the second teacher do utilizing the results of reflective actions because she is join the self-development program in MGMP.

Moreover to improve professionalism within oneself in accordance with the laws and regulations of national education policies. For example, teachers carry out joint activities in the form of KKG, MGMP, MGBK, KKKS, and MKKS.

The third indicator is conducting class action research for professional improvement. Based on observation and interview, the first English teacher does not use the CAR method to identify students characters in the classroom so he cannot control the very crowded students and also cannot apply what strategies can be used, he tends to be indifferent to student behaviorin teaching learning process. Different with the second teacher, she do a class action research so she is know how to dealing with crowded students and

being able to do the right learning strategy for students.

The fourth indicator is keep up with the times by learning from a variety of sources. Based on observation and interview, the teachers are not using any source in teaching learning process only from students worksheet. Its mean that the teachers not keep up with the times by learning from a variety of sources. Whereas the teachers can use other media such as projectors and internet connections to discover new source things for increase students enthusiasm for learning and improve the quality of education in the classroom.

5) Utilize information and communication technology to develop themselves

According to Kurniawati in Jabri (2017) and the Minister of National Education Regulation Number 16 of 2007 indicator to utilize information and communication technology to develop themselves which are : a) utilizing information and communication technology in communicating, b) utilizing information and communication technology for self-development.

The first indicator is utilizing information and communication technology in communicating. Based on observation and interview, the English teachers had not utilizing information and communication technology in communicating in the learning process. Both of them only use lecture method. Whereas, The 21st century is a teacher should not use the lecture method, the learning center should already be in the student. The teachers can use a helping of ICT for the students in teaching learning process.

The second indicator is utilizing information and communication technology for self-development. Based on observation and interview, the English teachers had not utilizing information and communication technology in communicating in the learning process. Both of them only relies on students worksheet in the learning process with the lecture method, did not use the help of projector media or other media information and communication technology.

The use of information and communication technology is intended to provide teachers with convenience in streamlining teaching and learning activities, for example teachers are able to provide learning materials through the use of technology with power point slides, accessing the internet and using various platforms available. To achieve this competence, teachers must be equipped with the use of information and communication technology as a learning technology. Information and communication technology is Supporting learning tools, so it is important for a teachers to continue to develop their potential.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion of the analysis research finding, the researcher found the answer of the problem formulation that is *"how are an analysis of teachers professional competence in teaching English at MTsN 6 Boyolali Academic year 2022/2023?"* In addition, this chapter also discusses the suggestion related to the research.

A. Conclusion

After describing and analyzing the data, the researcher can draw conclusion. Based on the result of the research, it is known that an analysis of teachers professional competence in teaching English at MTsN 6 Boyolali academic year 2022/2023 between the first and the second English teacher was different.

In the first aspect professional competence in teaching English is mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught, both of the teachers are have knowledge of various aspects of language in English (linguistics, discourse, sociolinguistics, and strategic) and mastering spoken and written English, receptive and productive in all aspects of his communicative (linguistic, discourse, sociolinguistic, and strategic).

In addition the teachers also doing formulate learning objectives in the learning design (RPP), arrange teaching materials in a sequence, logically, contextually and up-to-date manner with adapted to the times and the applicable curriculum, conducting appropriate and effective learning activities and

choosing learning resources or learning media in accordance with the material and learning strategies.

In the second aspect of professional competence that is mastering competency standards and basic competencies of subjects that are mastered, both of the teachers are understand the standards and basic competencies of the subjects they are capable of. However, the first English teacher did not understand the learning objectives of the learned.

In the third aspect of professional competence that is develop creatively capable learning materials, there is no one the English teachers that choose learning materials that are mastered according to the level of development of students and processing creatively capable subject matter according to the level of development of students.

In the fourth aspect of professional competence that is develop professionalism ongoing basis by taking reflective, the first teacher are not doing reflecting on one's own performance continuously, utilizing the results of reflection in order to improve professionalism, and keep up with the times by learning from a variety of sources. While the second teachers doing aspect of develop professioanlism from join MGMP, make an article to improve the professionalismn and conducting class action research.

In the five aspect of professional competence that is utilize information and communication technology to develop themselves, there is no one both of teachers utilizing information and communication technology in communicating and utilizing information and communication technology for self- development.

B. Suggestion

Based on the conclusions of the study, the researcher would like to submit suggestions to support the professionalism of teachers in schools as follows:

1. For the English teachers

   Professional competence is one of the competencies that every teachers must possess. Therefore, teachers must continue to improve their knowledge of professional competence and continue to strive to implement all aspects of professional competence during the learning process in order to improving the quality of learning objectives.

2. For the Headmaster

   Headmaster should strictly order to the teachers for participate in activities to improve their professionalism like KKG, MGMP or MGBK to make better progress of the English learning process, and allow teachers to master ICT and apply it to the learning process.

3. For the next researcher

   Researcher realize that this research is far from perfect. There are still many aspects that need to be investigated further using different theoretical studies. Researchers hope that there will be other studies that will examine other issues in professional competence. Hopefully this research is useful as a reference for future researchers.

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APPENDICES

APPENDIX 1

FIELD NOTE

Observation 1

Day/Date : Wednesday, February 22 nd 2023

Class : 7 A

Time : 10.20 - 11.40 WIB

Teachers : First English teacher

Theme : What people Do and What Their habits Are

In this observation, when conducted the research the teacher gave material about What people Do and What Their habits Are. The learning process was consisted of opening, main activity, and closing.

a) Opening

In opening section, the teacher opened the meeting by greeting with said *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*. After opening the lesson, the teacher explain the material, then the teacher asked to the students to open the students worksheet .

b) Main Activity

The teacher explain about the content in the students worksheet, the teacher order to students to open a task inside, that does not fit with the lesson plan namely What people Do and What Their habits Are instead, it spontaneously explained from scrambling pages and explaining material that nothing to do with the lesson plan. Then the teacher gave assignments to students. He said, "Sekarang buka LKS halaman 12, saya baca dulu artinya, ditulis lalu dihafalkan maju didepan kelas ya!". Then the students interpret according to the reading in students worksheet that he

read in front of the class. After finishing until the last sentence, students are given time to memorize the meaning of the reading and advance in front of the class. While waiting for students, the teacher played his cellphone and did not care about the crowded students. Then, time flies quickly because students do not feel cared with the teacher, they are very noisy, and the teacher did not care about it.

c) Closing

Finally class hours have been completed without anyone advancing to complete the tasks given. The teacher goes over the material that has been taught, then reminds students to memorization at home and close the lesson with greeting.

Observation 2

Day/Date : Saturday, February 25 th 2023

Class : 7 B

Time : 10.20 - 11.40 WIB

Teachers : First English teacher

Theme : What people Do and What Their habits Are

In this observation when conducted the research the teacher gave should gave the material about What people Do and What Their habits Are but the teacher give students materials Can and Can't. The learning process was consisted of opening, main activity, and closing

a) Opening

Before opening the lesson the teachers entered the class, then said *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*.

b) Main Activity

After opening the lesson, the teacher asked to the students for open the students worksheet. "*Ayo anak anak, buka LKS halaman 49 , ada materi* can and can't, do you know what it means?". The students athsmosphere is very crowded, even there are still those who talk with each other. The teacher does not pay attention about it and continues to explain the material. After explaining he gave one sample question and told students to answer the questions in that students worksheet, after that he sit down and played his cellphone. The classroom atmosphere is not very conducive, many students are not doing the assigned tasks,

there are even female students who quarrel and ignore a teacher sitting in front of them.

After the first hour is over, the teacher says *"sudah selesai apa belum?" "Mari dibahas"*. The teacher doesn't check the sttudents answer, he is immediately speaks in front of the class the answers one question after another.

c) Closing

The second clock bell rang, the teacher ended his class with a greeting.

Observation 3

Day/Date : Wednesday, March 1st 2023

Class : 7 A

Time : 10.20 - 11.40 WIB

Teachers : First English teacher

Theme : What people Do and What Their habits Are

In this observation when conducted the research the teacher gave material about descriptive text. The learning process was consisted of opening, main activity, and closing. In this observation when conducted the research the teacher gave should gave the material about What people Do and What Their habits Are but the teacher give students materials from students worksheet.

a) Opening

The teachers entered the class, then said *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*.

b) Main Activity

After opening the lesson, the teacher said *"buka LKS halaman 12 anak anak, ayo menjawab pilihan ganda, saya beri satu jam pelajaran untuk menjawabnya"*. One of students said *"Mengerjakan terus to pak pak, bosen"*. Then followed by other students because of protests thirsty to work on students worksheet continuously. The classroom atmosphere is not very conducive, Moreover, the teacher did not reprimand them, an hour passed, the researcher went around among the students none of them did the assignment given, the class was very crowded an hour passed and the teacher had not discussed the answer from students worksheet,

he seemed to be busy correcting the answers of other classes.

c) Closing

The second hour bell rang *"Okay anak anak waktunya habis, dibuat PR ya"*. The teacher close the learning activity with salam.

Observation 4

Day/Date : Saturday, March 4th 2023

Class : 7 B

Time : 10.20 - 11.40 WIB

Teachers : First English teacher

Theme : What Animal Do and What We Use The Things for

In this observation when conducted the research the teacher gave should gave the material about What people Do and What Their habits Are but the teacher give students materials from students worksheet. The learning process was consisted of opening, main activity, and closing.

a) Opening

In opening section, the teacher opened the meeting by greeting with said *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*.

b) Main Activity

After opening the lesson, the teacher asked the students *"Anak anak ayo buka LKS halaman 20, saya akan mendiktekan dan kalian tulis ya"*. The teacher interpreted what he read, then he told the children to memorize the meaning, coming forward without carrying a book. After a few minutes passed, the students came to the front of the classroom one by one.

c) Closing

The teacher closes the learning activity with salam.

Observation 5

Day/Date : Wednesday, March 8 th 2023

Class : 7 A

Time : 10.20 - 11.40 WIB

Teachers : First English teacher

Theme : What Animal Do and What We Use The Things for

In this observation, when conducted the research the teacher gave should gave the material about What people Do and What Their habits Are but the teacher give students materials from students worksheet. The learning process was consisted of opening, main activity, and closing.

a) Opening

In opening section, the teacher opened the meeting by greeting with said *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*.

b) Main Activity

After that, the teacher *"Kita lanjut halaman 12 kemarin ya"*, then learning is carried out by matching their answers with him until class time is over. The classroom atmosphere was very lively, many students ran here and there regardless of the teachers, and the teachers did not ignore it.

c) Closing

The teacher closes the learning activity with salam.

Observation 6

Day/Date : Saturday, March 4th 2023

Class : 7 C

Time : 11.40 - 12.20 WIB

Teachers : Second English Teacher

Theme : What Animal Do and What We Use The Things for

a) Opening

Before opening the lesson teacher ask students to tidy up their clothes. In opening section, the teacher opened the meeting by greeting with said *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*. After that, the teacher asked the students how they were and checked students attendance.

b) Main Activity

After opening the lesson, the teacher reviewed the material he conveyed in the previous meeting, then the teacher checks on the homework he gave at the previous meeting. The teacher checks one by one on the results of student work when correcting the results of the students' answers. After that, the material taught by the teacher is in the learning resource from the students worksheet. In the middle of explaining the material, the teacher teacher asked the students to shut up because the class is very crowded *"kalian jangan berisik terus, kalau ada yang berbicara didepan didengarkan!"*, suddenly the students quiet.

The teacher give students understanding why they need to learn about the material, then the teacher explained about the

material. The teacher asks students to read the text in the students worksheet by imitating her. When the teacher notices students who do not imitating her, the teacher asked the student, *"Mbak, kenapa kamu ngobrol terus sama temenmu? Mana LKS mu?"* and the student stated that she did not bring students worksheet , and the teacher said to the student *"Saat pelajaran saya, semua harus membawa buku! Sekarang siapa lagi yang gak bawa buku?"*. After that the teacher asked to the students to do practice in students worksheet under the materials, the teacher provided opportunities to students who were capable of to answering in the whiteboards.

c) Closing

The teacher goes over the material that has been taught and give homework for students and close the lesson with salam**.**

Observation 7

Day/Date : Saturday, March 11 st 2023

Class : 7 C

Time : 11.40 - 12.20 WIB

Teachers :Second English teacher

Theme : What Animal Do and What We Use The Things for

a) Opening

Before beginning the lesson, the teacher assesses the atmosphere in the classroom. The teacher then asked the students to straighten their tables and chairs before opening the lesson. In opening section, the teacher opened the meeting by greeting with said *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*. After that, the teacher asked the students how they were and checked students attendance.

b) Main Activity

After opening the lesson the material taught by the teacher is descriptive text and the learning resource is students worksheet. The teacher checked the students homework and allowed them to write their answers on the whiteboard. Students are free to answer any number they want. After all the number have been filled with the students responses, the teacher discuss the results and corrects them if an error occurs. When the teacher corrects the results of student answers on the whiteboard, he says "Okay nice guys" when the student's answer is correct. After that, the teacher continued the lesson. Before explaining the material, the teacher says, "*Sampai sini faham anak anak? Ada yang belum faham? Maju kedepan ya"*

Then the teacher explained about the material. Teacher instructed the students to read the text in the students worksheet. After all the students have read the text, the teacher read that text and instructed the students to imitate him. Then, the teacher give the opportunity for students to read the text with their table mates. To keep students from becoming bored, the teacher instructs them to read the text while standing and challenges those who do not read it enthusiastically or correctly to continue standing and sometimes the teacher telling a joke to students so that students did not become depressed. Following that, the teacher assigns students to read the text one by one.

c) Closing

The teacher goes over the material that has been taught, then reminds students to study at home and close the lesson with salam**.**

APPENDIX 2

OBSERVATION CHECKLIST

LEMBAR OBSERVASI 1

Day/Date : Wednesday, February 22 nd 2023
Class : 7 A
Time : 10.20 - 11.40 WIB
Teachers : First English teacher
Theme : What people Do and What Their habits Are

No	Indicator	Description		
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	Observations aspects	Descriptions	
			Yes	No
		Have knowledge of various aspect of language in English, both linguistics, discourse, sociolinguisti, and strategic.	✓	
		Mastering spoken and written English, receptive and productive in all comunicative.	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	Understand the competency standards of subjects they are	✓	
		Understand the basic competencies of subject they are capable of.	✓	
		Understand the learning objectives of the learned.		✓
3.	Develop creatively capable learning materials.	Choose learning materials that are mastered according to development of students.		✓
		Processing creatively capable subject matter according to the level of development of students.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.	Reflecting on one's own performance continuosly.		✓
		Utilizing the result of reflection in order to improve professionalissm.		✓
		Conducting class action research for professional improvement.		✓
		Keep up with the times by learning from a variety of sources.		✓
5.	Utilize information and communication technology to develop themselves.	Utilizing ICT in communicating.		✓
		Utilizing ICT for self development.		✓

LEMBAR OBSERVASI 2

Day/Date : Saturday, February 25 th 2023
Class : 7 B
Time : 10.20 - 11.40 WIB
Teachers : First English teacher
Theme : What people Do and What Their habits Are

No	Indicator	Description		
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	Observations aspects	Descriptions	
			Yes	No
		Have knowledge of various aspect of language in English, both linguistics, discourse, sociolinguisti, and strategic.	✓	
		Mastering spoken and written English, receptive and productive in all comunicative.	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	Understand the competency standards of subjects they are	✓	
		Understand the basic competencies of subject they are capable of.	✓	
		Understand the learning objectives of the learned.		✓
3.	Develop creatively capable learning materials.	Choose learning materials that are mastered according to development of students.		✓
		Processing creatively capable subject matter according to the level of development of students.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.	Reflecting on one's own performance continuosly.		✓
		Utilizing the result of reflection in order to improve professionalissm.		✓
		Conducting class action research for professional improvement.		✓
		Keep up with the times by learning from a variety of sources.		✓
5.	Utilize information and communication technology to develop themselves.	Utilizing ICT in communicating.		✓
		Utilizing ICT for self development.		✓

LEMBAR OBSERVASI 3

Day/Date : Wednesday, March 1st 2023
Class : 7 A
Time : 10.20 - 11.40 WIB
Teachers : First English teacher
Theme : What people Do and What Their habits Are

No	Indicator	Description		
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	Observations aspects	Descriptions	
			Yes	No
		Have knowledge of various aspect of language in English, both linguistics, discourse, sociolinguisti, and strategic.	✓	
		Mastering spoken and written English, receptive and productive in all comunicative.	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	Understand the competency standards of subjects they are	✓	
		Understand the basic competencies of subject they are capable of.	✓	
		Understand the learning objectives of the learned.		✓
3.	Develop creatively capable learning materials.	Choose learning materials that are mastered according to development of students.		✓
		Processing creatively capable subject matter according to the level of development of students.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.	Reflecting on one's own performance continuosly.		✓
		Utilizing the result of reflection in order to improve professionalissm.		✓
		Conducting class action research for professional improvement.		✓
		Keep up with the times by learning from a variety of sources.		✓
5.	Utilize information and communication technology to develop themselves.	Utilizing ICT in communicating.		✓
		Utilizing ICT for self development.		✓

LEMBAR OBSERVASI 4

Day/Date : Saturday, March 4th 2023
Class : 7 B
Time : 10.20 - 11.40 WIB
Teachers : First English teacher
Theme : What Animal Do and What We Use The Things for

No	Indicator	Description		
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	Observations aspects	Descriptions	
			Yes	No
		Have knowledge of various aspect of language in English, both linguistics, discourse, sociolinguisti, and strategic.	✓	
		Mastering spoken and written English, receptive and productive in all comunicative.	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	Understand the competency standards of subjects they are	✓	
		Understand the basic competencies of subject they are capable of.	✓	
		Understand the learning objectives of the learned.		✓
3.	Develop creatively capable learning materials.	Choose learning materials that are mastered according to development of students.		✓
		Processing creatively capable subject matter according to the level of development of students.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.	Reflecting on one's own performance continuosly.		✓
		Utilizing the result of reflection in order to improve professionalissm.		✓
		Conducting class action research for professional improvement.		✓
		Keep up with the times by learning from a variety of sources.		✓
5.	Utilize information and communication technology to develop themselves.	Utilizing ICT in communicating.		✓
		Utilizing ICT for self development.		✓

LEMBAR OBSERVASI 5

Day/Date : Wednesday, March 8 th 2023
Class : 7 A
Time : 10.20 - 11.40 WIB
Teachers : First English teacher
Theme : What Animal Do and What We Use The Things for

No	Indicator	Description		
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	Observations aspects	Descriptions	
			Yes	No
		Have knowledge of various aspect of language in English, both linguistics, discourse, sociolinguisti, and strategic.	✓	
		Mastering spoken and written English, receptive and productive in all comunicative.	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	Understand the competency standards of subjects they are	✓	
		Understand the basic competencies of subject they are capable of.	✓	
		Understand the learning objectives of the learned.		✓
3.	Develop creatively capable learning materials.	Choose learning materials that are mastered according to development of students.		✓
		Processing creatively capable subject matter according to the level of development of students.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.	Reflecting on one's own performance continuosly.		✓
		Utilizing the result of reflection in order to improve professionalissm.		✓
		Conducting class action research for professional improvement.		✓
		Keep up with the times by learning from a variety of sources.		✓
5.	Utilize information and communication technology to develop themselves.	Utilizing ICT in communicating.		✓
		Utilizing ICT for self development.		✓

LEMBAR OBSERVASI 6

Day/Date : Saturday, March 4th 2023
Class : 7 C
Time : 11.40 - 12.20 WIB
Teachers : Second English Teacher
Theme : What Animal Do and What We Use The Things for

No	Indicator	Description		
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	Observations aspects	Descriptions	
			Yes	No
		Have knowledge of various aspect of language in English, both linguistics, discourse, sociolinguisti, and strategic.	✓	
		Mastering spoken and written English, receptive and productive in all comunicative.	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	Understand the competency standards of subjects they are	✓	
		Understand the basic competencies of subject they are capable of.	✓	
		Understand the learning objectives of the learned.	✓	
3.	Develop creatively capable learning materials.	Choose learning materials that are mastered according to development of students.		✓
		Processing creatively capable subject matter according to the level of development of students.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.	Reflecting on one's own performance continuosly.	✓	
		Utilizing the result of reflection in order to improve professionalissm.	✓	
		Conducting class action research for professional improvement.	✓	
		Keep up with the times by learning from a variety of sources.		✓
5.	Utilize information and communication technology to develop themselves.	Utilizing ICT in communicating.		✓
		Utilizing ICT for self development.		✓

LEMBAR OBSERVASI 7

Day/Date : Wednesday, March 8 th 2023
Class : 7 C
Time : 10.20 - 11.40 WIB
Teachers : First English teacher
Theme : What Animal Do and What We Use The Things for

No	Indicator	Description		
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they are taught.	Observations aspects	Descriptions	
			Yes	No
		Have knowledge of various aspect of language in English, both linguistics, discourse, sociolinguisti, and strategic.	✓	
		Mastering spoken and written English, receptive and productive in all comunicative.	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	Understand the competency standards of subjects they are	✓	
		Understand the basic competencies of subject they are capable of.	✓	
		Understand the learning objectives of the learned.	✓	
3.	Develop creatively capable learning materials.	Choose learning materials that are mastered according to development of students.		✓
		Processing creatively capable subject matter according to the level of development of students.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.	Reflecting on one's own performance continuosly.	✓	
		Utilizing the result of reflection in order to improve professionalissm.	✓	
		Conducting class action research for professional improvement.	✓	
		Keep up with the times by learning from a variety of sources.		✓
5.	Utilize information and communication technology to develop themselves.	Utilizing ICT in communicating.		✓
		Utilizing ICT for self development.		✓

APPENDIX 3

OBSERVATION

CHECKLIST RESULT

LEMBAR HASIL OBSERVASI

Class : 7 A and 7 B

Teachers : First English teacher

Theme : What people Do and What Their habits Are

No.	Indicators	Descriptions	
		Yes	No
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	✓	
3.	Develop creatively capable learning materials.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.		✓
5.	Utilize information and communication technology to develop themselves.		✓

LEMBAR HASIL OBSERVASI

Class : 7 C

Teachers : Second English teacher

Theme : What people Do and What Their habits Are

No.	Indicators	Descriptions	
		Yes	No
1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects they	✓	
2.	Mastering competency standards and basic competencies of subjects that are mastered.	✓	
3.	Develop creatively capable learning materials.		✓
4.	Develop professionalism ongoing basis by taking reflective actions.	✓	
5.	Utilize information and communication technology to develop themselves.		✓

APPENDIX 4

INTERVIEW SHEET

RESULT OF TEACHER INTERVIEW

R (Reseacher) : Laila Saputri

T1 (Teacher 1) : Mr. A

Date : Wednesday, February 21st 2023

Time : 08.00-08.30 WIB

Code : R (Researcher) and T1 (Teacher 1)

R	"Selamat pagi bapak."
T1	"Selamat pagi."
R	"Perkenalkan, saya Laila saputri mahasiswa Pendidikan Bahasa Inggris, yang melakukan Pra research kemarin bulan November, saya izin kepada bapak untuk memperoleh informasi terkait kompetensi professional guru begitu pak."
T1	"Oh iya mbak silahkan."
R	"Mohon maaf pak, terkait guru profesional kan syaratnya yang tertera dalam Undang Undang haruslah bersertifikasi,dan miminal mempunyai jenjang pendidikan D-IV atau S1, bapak bersertifikasi pada tahun berapa, boleh dijelaskan secara singkat.?"
T1	"Iya mbak, saya sertifikasi itu kalau tidak salah tahun 2008, saya lulusan S1 dari Universitas Sebelas Maret?."
R	"Baik Bapak, untuk saat ini panjenengan mengajar bahasa Inggris kelas berapa gih?."
T1	"Saya mengajar di kelas 7 dan 8 saja mbak."
R	"Baik pak, karena subjek penelitian saya hanya pada guru bahasa Inggris kelas 7, jadi saya hanya mengambil data pada kelas 7, nah untuk kelas 7 dari semua kelas yang jenengan ajar itu paling tidak maksimal hasil nilainya itu pada kelas apa saja pak?."

T1	“Kalau yang saya ajar itu kelas A dan B itu hasilnya ya bisa dibilang kurang maksimal mbak.”
R	“Baik pak, kalau boleh tau itu kenapa ya pak penyebabnya?”
T1	“Kalau diajar pada ramai sendiri mbak, susah diatur, tapi ya tidak menutup kemungkinan saya yang salah menerapkan metode dan strategi pembelajaran, soalnya kalau diajar guru bahasa Inggris lain bisa diam mereka.”
R	“Jika begitu pak, terkait metode pembelajaran tadi untuk didalam kelas bagaimana metode yang bapak terapkan?.”
T1	“Iya hanya metode ceramah mbak.”
R	“Oh berarti hanya dengan ceramah ya pak?, jadi pembelajaran hanya berpusat pada guru saja?.”
T1	“Iya benar.”
R	“Lalu untuk didalam kelas apakah bapak mempunyai berbagai aspek kebahasaan baik lingusitik, wacana, sosiolinguistik maupun strategis?”
T1	“Tentunya mbak,sebagai guru bahasa Inggris mau tidak mau ya harus belajar menguasai aspek aspek kebahasaan yang berkaitan dengan bahasa Inggris.”
R	“Baik pak, didalam aspek menguasai materi, struktur, konsep dan pola pikir keilmuan itu salah satunya menguasai semua unsur kebahasaan baik secara lisan maupun tulisan, bagaimana cara bapak untuk menguasainya?”
T1	“Saya selaku guru bahasa Inggris ya dengan mempelajari dari buku dan juga internet.”
R	“Baik pak, untuk RPP itu bagaimana pak?”
T1	“Dari sylabus yang biasanya turun dari MGMP, nanti saya olah sedemikian rupa agar bisa saya gunakan sebagai RPP.”
	“Untuk menyusunya sendiri apakah cara yang dilakukan sudah sesuai, urut, logis dan disesuaikan dengan perkembangan zaman pak?”
T1	“Ya menyusun materi nya caranya harus berurutan, logis dan disesuaikan keadaan kelas serta mengikuti perkembangan zaman.”

R	“Oh baik pak, lalu untuk membuat pembelajaran didalam kelas itu menjadi efektif pak?”
T1	“Iya dengan melihat keadaan kelas nanti saya kira kira mana pembelajaran yang efektif agar dapat tersampaikan dengan baik.”
R	“Untuk menjadi efektif juga membutuhkan pemilihan sumber belajar yang sesuai dengan materi dan strategi pembelajaran ya pak?.”
T1	“Iya betul mbak saya memilih sumber belajar sesuai dengan materi.”
R	“Lalu untuk standar kompetensi dasar dan inti apakah bapak menguasai? Biasanya dimana bapak menemukan adanya standar kompetensi dasar dan inti tersebut?”
T1	“Iya, bapak menguasai SK-KD itu sudah ada di buku pedoman guru, terdapat juga dalam RPP.”
R	“Untuk cara memahami SK-KD tersebut bagaimana pak?.”
T1	“Iya dengan membacanya mbak lewat RPP kan dari membaca saya nanti memahami.”
R	“Bagaimana dengan tujuan pembelajaran pak, apakah bapak memahaminya?.”
T1	“Kalau tujuan pembelajaran jelas saya mengerti mbak, kan saya sesuaikan dengan silabus.”
R	“Lalu untuk pembelajaran dikelas apakah bapak memilih materinya sudah menyesuaikan dengan level perkembangan siswa?”
T1	“Untuk pembelajaran dikelas saya kadang tidak memilih sesuai dengan level perkembangan siswa mbak, saya menyadari pembelajaran terlihat monoton karna sumber saya hanya buku LKS jadi saya langsungkan saja.”
R	“Didalam kelas bapak mengunakan sumber belajar apa pak?”
T1	“Bapak sejauh ini hanya membawa pegangan LKS saja mbak, untuk menyiapkan hal hal kreatif sebelum pembelajaran itu rasanya belum sempat, jadi ya tidak mengolah materi secara kreatif dirumah banyak tanggungan.”
R	“Untuk kegiatan pembelajaran apakah selalu di kelas ya pak?”
T1	“Iya selalu dikelas.”

R	“Kalau untuk pengembangan keprofesionalan seperti tindakan reflektif, apakah bapak sudah melakukan?”
T1	“Bapak sendiri masih belum melakukan pengembangan keprofesionalan dengan tindakan reflektif. Mulai dari proses pembelajaran, media pembelajaran yang digunakan, pendekatan dan metode yang digunakan juga masih kurang.”
R	“Kalau untuk kelas bapak sendiri selalu pakai metode yang sama atau nanti ganti-ganti pak?”
T1	“Ya metodenya hanya ceramah setiap kelas mbak”
R	“Oh, inggih pak, lalu untuk pengembangan diri tadi bagaimana bapak melakukanya pak?”
T1	“Sebenarnya program pengembangan diri dari pemerintah ada KKG dan MGMP setau saya, tapi saya sering tidak ikut, saya harus ngajar dibeberapa tempat soalnyai.”
R	“Apa dari sekolah belum mengirimkan guru mapel untuk mengikuti program tersebut ya pak?”
T1	“Ya sudah ada yang mewakili mbak.”
R	“Lalu untuk pembuatan karya ilmiah yang sudah dipublikasikan itu bapak sudah pernah melakukan pak?”
T1	“Belum pernah mbak, baik jurnal atau artikel belum pernah membuat dan pastinya belum publish.”
R	“Kalau begitu belum bisa memanfaatkan didalam kelas ya pak?”
T1	“Iya belum mbak, kan tadi tidak pernah buat jadi ya hasilnya saya tidak bisa memanfaatkan”
R	“Kemudian untuk meningkatkan keprofesionalan didalam pembelajaran sebaiknya kita melakukan penelitian tindakan kelas, apakah bapak melakukanya?”
T1	“Bapak sudah lama tidak melakukan penelitian tindakan kelas mbak, belum sempat, ini banyak even disekolah.”

R	“Untuk mengajar didalam kelas tadi, bapak sumbernya hanya dari LKS ya pak, berati belum mengikuti perkembangan zaman yang banyak sumber belajar?”
T1	“Iya mbak, jujur bapak mengajarnya dari LKS saja mbak, jadi ya tidak mengikuti perkembangan zaman.”
R	“Untuk penggunaan teknologi didalam kelas bagaimana pak?”
T1	“Iya saya tidak menggunakan bantuan ICT dalam pembelajaran, semuanya hanya dari LKS mbak, saya sendiri belum begitu bisa menggunakan teknologi jadi tidak saya gunakan didalam kelas”
R	“Baik pak, tapi untuk hal lain apakah menggunakan bantuan teknologi dalam memudahkan proses pembelajaran bapak?”
T1	“Bapak menggunakan bantuan ICT hanya saat memasukan nilai hasil belajar, didalam kelas tidak menggunakan bantuan ICT apapun.”
R	“Baik pak sebelumnya terimakasih banyak nggih pak atas waktu dan jawaban njenengan. Maaf merepotkan.”
T1	“Tidak merepotkan mbak. Sama-sama. Semoga bisa membantu ya. Semoga lancar ya mbak.
R	“Inggih pak Terimakasih banyak do’a do’a nya pak.”

RESULT OF TEACHER INTERVIEW

R (Reseacher) : Laila Saputri

T2 (Teacher 2) : Mrs. D

Date : Thursday, June 25th 2023

Time : 14.00-14.30 WIB

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

R	"Assalamu'alaikum Ibu."
T2	"Wa'alaikumsalam mbak."
R	"Nama saya Laila Saputri, saya mahasiwa Pendidikan Bahasa Inggris yang kemarin bulan November sowan. Ibu saya ingin memperoleh informasi mengenai kompetensi profesional guru bahasa Inggris bu, pertama, saya ingin menanyakan kepada njenengan, syarat seorang guru yang profesional itu harus bersertifikasi, Ibu bersertifikasi tahun berapa gih bu? Dan sudah berapa lama mengajar disini?."
T2	"Baik, mbak saya sertifikasi itu tahun 2010, sedangkan untuk mengajar disini sudah 10 tahun."
R	"Lulusan darimana nggih bu?"
T2	"UNS mbak saya."
R	"Baik bu, untuk selanjutnya saya ingin menanyakan seorang guru didalam pembelajaran bisa disebut professional apabila dia menguasai materi, nah menurut ibu itu bagaimana gih bu? Sebagai guru bahasa inggris juga harus memiliki aspek kebahasaan baik linguistik, wacana ataupun sosiolinguistik?"
T2	"Kalau saya, insyaallah menguasai mbak, meski dengan bantuan LKS."
R	"Oh. Baik. Begini bu, kemarin waktu pra observasi ibu mengajar kelas 7 gih bu? dan ibu mengatakan hasil belajar kelas 7C belum maksimal, itu kira kira kenapa ya bu? "

T2	“Iya mbak, bisa jadi faktor anaknya yang susah diatur, kelas 7 C itu kelas rame sekali, tapi ya tidak menutup kemungkinan saya juga yang salah kurang professional sehingga anak anaknya didalam nilai bahasa inggris tidak maksimal”
R	“Lalu untuk cara menguasainya bagaimana bu?”
T2	“Saya belajarnya pakai banyak sumber mbak, iya supaya saya bisa menguasai baik secara lisan maupun tulisan.”
R	“Baik bu, kalau untuk RPP bagaimana ya bu?”
T2	“Kalau saya, menyusun RPP nya menyesuaikan dari sylabus MGMP, dari MGMP diberikan ke sekolah lalu saya susun dan mintakan tanda tangan sama kepala sekolah mbak.”
R	“Oh gih Ibu. Lalu menyusun materinya bagaimana njih bu?”
T2	“Biasanya saya menyusun materi saya sesuaikan dalam sylabus harus urut kalau tidak kasihan anak anak, gimana nanti saya kalau acak acak materi pasti mereka makin bingung, saya jelasin point point saja kadang mereka tidak tau mbak.”
R	“Untuk cara menciptakan pembelajaran yang efektif didalam kelas itu bagaimana ibu ?”
T2	“Saya amati disaat sela sela pembelajaran saya kan ngajar banyak kelas jadi saya sesuaikan karakter siswa nya sehingga saya tau cara menyelenggarakan pembelajaran secara efektif.”
R	“Baik bu, didalam memilih materi untuk dimasukkan di RPP apakah ibu sudah menyesuaikan dengan keadaan anak anak bu?”
T2	“Iya saya memilih yang sesuai mbak.”
R	“Oh inggih. Untuk didalam RPP itu kan ada standar kompetensi standar dan standar kompetensi inti, untuk ibu sendiri apakah ibu menguasai?”
T2	“Ya, menguasai”
R	“Kalau untuk cara menguasainya bagaimana bu?”
T2	“Ibu melalui RPP bisa membaca SK-KD dan mulai menyesuaikanya didalam kelas.”
R	“Kalau untuk tujuan pembelajaran bagaimana ibu memahaminya?”

T2	“Ibu berusaha untuk memahami tujuan pembelajaran tentunya mbak, harus bisa memahamai agar tujuan pembelajaran yang saya cantumkan di RPP bisa tersampaikan dengan baik kepada mereka. ”
R	“Baik bu. Lalu apakah ibu memilih materi pembelajaran yang sesuai untuk siswa di kelas?”
T2	“Untuk pembelajaran dikelas saya kadang tidak memilih sesuai dengan level perkembangan siswa mbak, soalnya kurikulum nya itu ganti ganti saya ngejarnya susah, terkendala rasanya”
R	“Jadi belum disesuaikan juga dengan kurikulum ya bu? memangnya kurikulum disekolah yang digunakan apa njih bu?”
T2	“Iya sekarang pemilihan materi masih belum saya sesuaikan dengan kurikulum yang berlaku soalnya kurikulum aturan dari pemerintah kan yang kurikulum merdeka tapi sekolah pakai yang K13 tapi ya harus kurikulum merdeka juga, nah bingung kan mbak? hehe”
R	“Hehe iya bu, baik. Lalu untuk pengembangan diri itu kan sangat penting untuk seorang guru ya bu, bagaimana ibu mengembangan diri untuk meningkatkan keprofesionalan? ”
T2	“Ibu berusaha untuk terus melakukan pengembangan diri ibu memperbaiki apa yang perlu diperbaiki dan lebih ditingkatkan kalau sudah baik. Ini demi meningkatkan kinerja dan keprofesionalan. Harus tetap ibu tingkatkan agar siswa ibu tetap merasa puas dengan kinerja ibu sebagai guru”
R	“Kalau untuk di MGMP itu kegiatan apa yang membuat ibu meningkatkan keprofesionalan?”
T2	“Membuat karya ilmiah bisa, saling sharing kendala antar guru bahasa Inggris juga bisa mbak.”
R	“Oh baik bu, berati ibu sudah pernah membuat karya ilmiah ya bu? bentuknya seperti apa bu? ”
T2	“Sudah pernah mbak buat artikel saat di program MGMP.”
R	“Berati hasil dari program MGMP itu tadi bisa ibu manfaatkan juga untuk meningkatkan keprofesionalan ya bu? ?”
T2	“Iya mbak hasilnya saya memanfaatkan nya waktu mengajar kan bisa membuat saya lebih meningkatkan keprofesionalan saya”

R	“Lalu untuk lebih meningkatkan keprofessionalan lagi, apakah ibu sering melakukan penelitian tindakan kelas bu?.”
T2	“Iya mbak. Saya harus melakukan penelitian tindakan kelas guna terus meningkatkan profesionalisme guru.”
R	“Untuk didalam pembelajaran, apakah ibu mengikuti perkembangan zaman bu?” contoh nya dari ibu sendiri apa bu?.”
T2	“Iya mbak, harus mengikuti perkembangan zaman dong, harus up-to-date kan banyak sumbernya internet contohnya.”
	“Baik ibu, lalu di dalam kelas, bagaimana metode yang ibu gunakan?.”
T2	“Didalam kelas ibu hanya menggunakan metode ceramah dan sumber belajar dari students worksheet mbak.”
R	“Apakah ibu menggunakan bantuan teknologi?”
T2	“Ibu sendiri kurang terlalu paham tentang ICT. Kalau mau menggunakan media seperti proyektor itu pun kendalanya banyak, fasilitas proyektor pun terbatas, jadi untuk dikelas seadanya saja.”
R	“Fasilitas proyektornya kenapa ya bu?”
T2	“Ya itu mbak, selain terbatas sering trouble”
R	“Owalah baik bu, untuk pembelajaran sendiri selalu didalam kelas atau sering keluar kelas bu?”
T2	“Kalau sama saya selalu di dalam kelas saja mbak.”
R	“Baik Ibu, saya sudah cukup mendapatkan informasinya, terimakasih banyak nggih bu.”
T2	“Iya, sama-sama mbak.”

APPENDIX 5

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Negeri 6 Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VII/Genap
Materi Pokok : We love what we do.
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 20 Jam Pelajaran (10 Pertemuan)

A. Tujuan Pembelajaran

1. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami fungsi sosial dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda
- Membuat teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

2. Pertemuan Kedua

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda

3. Pertemuan Ketiga

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Membuat teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

4. Pertemuan Keempat

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)
- Membuat teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

5. Pertemuan Kelima

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)

6. Pertemuan Keenam

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami fungsi sosial dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda

7. Pertemuan Ketujuh

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami fungsi sosial dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda
- Membuat teks interaksi transaksional lisan dan tulis terkait tingkah

laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

8. **Pertemuan Kedelapan**

   Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

   - Memahami fungsi sosial dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda
   - Membuat teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

9. **Pertemuan Kesembilan**

   Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

   - Memahami fungsi sosial dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda

10. **Pertemuan Kesepuluh**

    Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

    - Membuat teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi social

Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	Alokasi Waktu
Kegiatan Pendahuluan	**Guru :** • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran**(PPK: Religius) Selama 10-20 menit**	10-20 menit
Apersepsi	• Mengaitkan *materi*/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi*/*tema/kegiatan* sebelumnya • Mengingatkan kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	60 menit
Motivasi	• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.	
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	

Kegiatan Penutup

- Siswa mapu mengemukan hasil belajar hari ini
- Guru memberikan penguatan dan kesimpulan
- Menyanyikan salah satu lagu daerah nasionalisme
- Salam dan do’a penutup di pimpin oleh salah satu siswa.

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Mengetahui
Kepala Madrasah

Drs. Kirno Suwanto, M.Pd
NIP.196609291994031006

Boyolali, 18 Juli 2022
Guru Mata Pelajaran

APPENDIX 6

SYLLABUS

Silabus Pembelajaran

Satuan Pendidikan : MTs Negeri 6 Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Tahun Pelajaran : 2022/2023

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya	• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan)	3.5.1 mengidentifikasi tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, dan benda dengan konteks adjective 3.5.2 mengidentifikasi interaksi transaksional lisan dan tulis 4.5.1 menyusun teks	**PPK** • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerjasama **Literasi** • Bahasa • Numerasi **4C** • Berpikir kritis, • kreatif,	• Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar • Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda,	20 JP	• Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa Mata Pelajaran Bahasa Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan. • Kementerian Pendidikan	•TesTertulis •Tes Lisan •Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
(Perhatikan unsur kebahasaan be, adjective) 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	• Unsur kebahasaan - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosa kata, terkait dengan ciri fisik (a.l. *red*, *big*, *dark*, *loud*), selera (a.l. *nice*, *beautiful*, *cute*), mental (a.l. *clever*, *smart*), psikologis (a.l. *happy*, *sad*, *disappointed*, *angry*, *wild*), budi (a.l. *kind*, *good*, *polite*) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan	interaksi tindakan member dan meminta	• bekerjasama • berkomunikasi • Kolaborasi	dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, benda, binatang terkenal • Melakukan refleksi tentang proses dan hasil belajarnya		dan Kebudayaan. 2017. Buku Guru Mata Pelajaran Bahasa Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI						
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah	• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. • Struktur teks - Memulai	3.6.1 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda	**PPK** • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerjasama **Literasi**	• Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya,	20 JP	• Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa Mata Pelajaran Bahasa Ingris. Jakarta:	•TesTertulis •Tes Lisan •Proyek, pengamatan , Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense) 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks	- Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interogative: *Yes/No question*; *Wh-question* - Ucapan, tekanan kata, intonasi, ejaan, tanda	3.6.2 Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda 3.6.3 Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense) 4.6.1 Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang,	• Bahasa • Numerasi **4C** • Berpikir kritis, • kreatif, • bekerjasama • berkomunikasi • Kolaborasi	dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar • Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal • Bertanya jawab		Kementerian Pendidikan dan Kebudayaan. • Kementerian Pendidikan dan Kebudayaan. 2017. Buku Guru Mata Pelajaran Bahasa Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	baca, dan tulisan tangan • Topik Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	binatang dan benda dengan fungsi sosial		tentang isi teks yang telah ditulis dengan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya			
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait	• Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks	3.7.1 Membedakankan fungsi sosial dengan materi pembelajaran memberi dan meminta informasi	**PPK** • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerjasama	• Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai	28 JP	• Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa Mata Pelajaran Bahasa	•TesTertulis •Tes Lisan •Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya 4.7. Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang,	Dapat mencakup: - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan - Kalimat deklaratif (positif dan negatif), dan interrogative (*Yes/No question*; *Wh-*	terkait dengan deskripsi orang, binatang, dan benda 3.7.2 Membedakankan struktur teks dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana 3.7.3 Membedakankan unsur kebahasaanbeberapa teks deskriptif lisan dan	**Literasi** • Bahasa • Numerasi **4C** • Berpikir kritis, • kreatif, • bekerjasama • berkomunikasi • Kolaborasi	foto atau gambar yang menarik • Bertanya tentang informasi yang terkait di dalam teks tersebut. • Menggunakan alat analisis (tabel atau bagan *mind-map*) untuk mempelajari sistematika deskripsi yang diterapkan • Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengritik/ menyatakan kekaguman/		Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan. • Kementerian Pendidikan dan Kebudayaan. 2017. Buku Guru Mata Pelajaran Bahasa Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	*question*), dalam simple present tense - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat	tulisdengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda 4.7.1 Teks deskriptif membandingkan konteks penggunaan dengan lisan dan tulis 4.7.1.1 Memahamifungsi sosial makna secara kontekstual terkait materi perbedaan fungsideskriptif lisan dan tulis		mempromosikan • Dalam kelompok membuat proyek kecil: dengan bantuan *mind-map*, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan • Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya • Melakukan refleksi tentang proses dan hasil belajarnya			

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	menumbuhkan perilaku yang termuat dalam KI	terkait orang, binatang, dan benda 4.7.1.2 Memahami struktur teks makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda 4.7.1.3 Memahami unsur kebahasaan makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan					

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		benda 4.7.2.1 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran fungsi social terkait orang, binatang, dan benda 4.7.2.2 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran struktur teks terkait orang, binatang dan benda 4.7.2.3 Mempelajari teks deskriptif lisan dan tulis dengan					

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		memperhatikan pembelajaran unsur kebahasaanterkait orang, binatang, dan benda					
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik	3.8.1 Memahami fungsi sosial dalam lirik lagu terkait kehidupan remaja SMP/MTs 3.8.2 Memahami unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8.1 Mempelajari makna secara kontekstual	**PPK** • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerjasama **Literasi** • Bahasa • Numerasi **4C** • Berpikir kritis, • kreatif, • bekerjasama	• Membaca, menyimak, dan menirukan lirik lagu secara lisan. • Menanyakan hal-hal yang tidak diketahui atau berbeda • Menyebutkan pesan yang terkait dengan bagian-bagian tertentu • Melakukan refleksi tentang proses dan hasil belajarnya.	4 JP	• Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa Mata Pelajaran Bahasa Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan. • Kementerian Pendidikan dan Kebudayaan.	•TesTertulis •Tes Lisan •Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator Pencapaian Kompetensi (IPK)	Kecakapan Abad 21	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	terkait dengan fungsi sosial dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs 4.8.2 Mempelajari makna secara kontekstual terkait dengan unsur kebahasaan dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs	• berkomunikasi • Kolaborasi			2017. Buku Guru Mata Pelajaran Bahasa Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	

APPENDIX 7

PHOTOGRAPH