

# CHAPTER I

## INTRODUCTION

### 1.1 Background Study

The teacher profession is a profession that demands expertise. Teachers are expected to act in a way that is capable of understanding the expectations and aspirations of all participants, in particular the general public who have trusted the school and the teacher to serve students. In order to ensure a successful standard of education, the competence of teachers in the execution of their duties must become a significant requirement for progress in education. In general, it can be understood that the success of education is a criterion for the quality of a teacher's results.

According to (Sukmadinata,2010) there are three main components that determine the success of Education, namely educators, students and the purpose of Education. Judging from this component, if one component is missing, then the meaning of Education itself is also missing. In certain situations, teachers can be represented or assisted by other elements such as by technology media but cannot be replaced. Educating is a professional job, therefore teachers as the main actors in education are professional educators.

According to RI Law, Number 20 of 2003 concerning the National Education System Chapter II Article 1 (1) Education is a conscious and

scheduled effort to create an atmosphere of learning and teaching processes, so that, the students actively develop their capacity for the spiritual strength of religion, self-control, personality, intelligence, noble character, and abilities needed by themselves, the community, the nation, and the country. Expected efforts have been drawn up in the form of laws to review education itself, and the role of educators are expected to form individual students with noble personalities, spiritual religions, and characters, for the personal progress of these students

Efforts to improve education, related to the status of educators as implementing education face to face with students or students when the learning process takes place. In this case, good and high moral teaching staff are needed, as stated by (Hadari Nawawi, 1997) in his book entitled "Educational Administration," that teachers as a profession, demand expertise and special professions in the field of education and teaching, the nature of that expertise which provides for them in people's lives.

Educators with professional skills are needed. With a professional educator, students will get knowledge and lessons, so they can be motivated and interested in the teaching and learning process at school. Conversely, if the Educator does not have professional skills, it will have an unsatisfactory impact on the learning outcomes.

In the journal *Educational Leadership* (Muin 2009:12) explained that to become a qualified educator, you need to have five things to do: 1) The teacher

has a commitment to students and their learning process, 2) The teacher deeply masters the material or subjects they teach and how to teaching it to students, 3) The teacher is responsible for tracking student learning outcomes using different forms of evaluation 4) The teacher is able to make informed decisions about what he / she is doing and gain about his / her experience 5) The teacher is part of the learning community in his professional environment.

In fact, the current professionalism of teachers is still low, because teachers do not have a commitment to students and their learning processes, teachers lack in-depth mastering the material or subjects they teach, teachers are less responsible for monitoring students through various evaluation methods, and teachers are less able to think systematically about what it does.

A teacher who has knowledge and skills must realize it through action. These basic teaching skills are basic and special forms of behavior that must be possessed by a teacher as an initial model to carry out their learning tasks in a planned and professional manner. Teachers who have the professional potential become the desire of students, professional teachers will have high, low impact, many teachers have not yet completed the various professional potentials that are required of teachers in implementing teaching and learning resulting in low-quality education, in dealing with problems.

The potential that must be possessed by each prospective teacher is the ability to carry out teaching programs which are one of the criteria for the success of teacher tenure education, so there needs to be a kind of assessment

instrument that can reveal aspects of skills that are basic and general. Basic means that the skill is a prerequisite for the effective implementation of teaching and teaching tasks, while generality shows the fact that these aspects of skills are relatively most often required regardless of the level of class, student, and type of teaching being presented in teaching and learning activities.

The ability to teach in front of the class so far is still lacking by the teachers, especially English Language Education teachers. Learning that takes place tends to show the teacher is more talkative, less optimal in utilizing media and facilities, less varied learning activities and passive students. Learning like this will result in students being bored and not listening to the teacher's explanation. Finally, the essence of learning is not conveyed properly and perfectly

Therefore, the teacher must have expertise in learning. In this case, the teacher skills needed for learning so that students are not saturated. So, to be able to create quality effective and enjoyable learning it is necessary to apply eight basic teaching skills. Basic teaching skills are special abilities or skills that teachers must possess in order to carry out teaching assignments effectively, efficiently and professionally.

Thus, the ability of a teacher is a very decisive factor in achieving educational goals. Because the teaching process will be in line with the goals set if a teacher has a dynamic, responsible and disciplined soul towards the task by facing everything in front of him. It is based on this background that

encourages researchers to conduct research on "Being a professional teacher from the point of view of an English teacher with Achievement."

## **1.2 Reason for Choosing the Topic**

Based on the background mentioned above, there has been explanation why this research requires to be conducted: A important topics for teachers who are expected to succeed in English teaching and educating the country's children through the lens of English teacher with achievement.

## **1.3 Research Study**

On the basis of the above description, the researcher is interested in conducting a research entitled "Becoming a professional teacher with achievement through the English teacher's lens." This research is to find out how the viewpoints of teaching English.in senior high schools to the teacher, professionalism does well.

## **1.4 Objective Study**

The Objective of this study can be stated to find out how English teacher with achievement defines the meaning of professionalism. By describing the situation of the investigation process of English teacher subject at Senior High School 2 Semarang in academic year 2019/2020

## **1.5 Significance of the Study**

It is hoped that this research can be useful for English teachers, students of the Department of English Education, and other researchers.

### **1. To the teacher**

This research is expected to be able to contribute to English teachers about how to understand the meaning of professionals in the lens of achievement teachers

### **2. To the researcher**

This research is supposed to provide information, a design, or a reference to be developed for any further studies, and the researcher hopes that other researchers will evaluate, modify, reconstruct, or revise this study and write further studies for other scales and objectives.

## **1.6 Limitation of the Study**

This research will be confined to Senior High School 2 Semarang, Central Java Indonesia.

## **1.7 Key Terms**

There are some key terms of the study. These key terms are expected to clarify the key points of study:

### **1. Professional Teacher**

Teachers are all people who are authorized and responsible for the education of students, both individually and classically, both at school and

outside of school (Maister, 1997). Someone who becomes a coach, mentor and influence in an activity can be said as a teacher.

## 2. Teaching EFL

The most frequently referenced teaching of English in a foreign language or TEFL includes teaching English in countries in which English is not the main language (Fareh 2010). To teach second language English to English Language Learners, a written and oral English examination must be provided to show abilities.

### **1.8 Outline of the Study**

This study consists of three chapters:

Chapter I is introduction, this chapter presents the Introduction, which consists of Background of the Study, Reason for Choosing the Topic, Research for the Study, Objective of the Study, Limitation of the Study, Significance of the Study and the Outline of the Study.

Chapter II is Review of Related Literature. It briefly presents essential theories through the Review of the Previous Studies, Definition of Teacher, Teacher Development, Professional English Teacher, Character of Professional, The need of Professional Development.

Chapter III is research method. In this chapter, I will discuss the Design of the Study, Subject of the Study, Source of the data, and Instrument of the Study, Procedure of Data Collection, and Procedure of Data Analysis.