

## CHAPTER II

### LITERATURE REVIEW

This chapter presents the following sub-topics: 1) Teacher Definition, 2) Mature of Teaching, 3) Teaching English 4) Concept of Competence 5) Aspects of Teacher Competence and, 6) Previous related studies.

#### **2.1 Teacher's Role**

Teachers are individuals who are exceptionally powerful in the instructing and learning measure. Hence, teachers should carry their understudies to the objectives to be accomplished. They must have the option to impact their understudies. Educators must be visionary and legitimate. Legitimate instructors are those having truthfulness, force, and something that can give impression and impact (Wijaya, et al, 1992 as cited in Akhyak, et al, 2013). Mann (2005) includes that the English language instructor should know about the encouraging strategies and procedures required for fruitful educating and a decent educator is likewise expected to be exceptionally skilled in English. In English Language Teaching, teachers fulfill a variety of functions (ELT). Learner, facilitator, assessor, manager, and evaluator are some of the roles that a teacher plays when working with students. She becomes an ideal mentor in creating their future by playing numerous roles (Archana & Rani, 2016). It tends to be inferred that an instructor assumes various parts in English Language Instructing (ELT) to make activities run well.

Arends and Kilcher (2010) said that they have different views about Teacher's role. Al-sobhi and Preece (2017) suggests to improving teaching, EFL Teacher can make their classes student-centered by giving the students more oral task in which they work in pairs or groups to achieve the objectives of the task. The classroom requires changing parts of the teacher and the lining. Obligation to learn in shifts from teacher to learner. Instead of being the main expert in the classroom, teachers become facilitators and coaches while students become active participants in their own learning.

## **2.2 The Nature of Teaching**

Being part of school activity, teaching is concerned with transferring knowledge that is related to students. According to Brown (2000), he states "teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning" (p. 7). Teaching is the process of paying attention to people's needs, experiences, and feelings and intervening so that they learn certain skills and go beyond what is expected of them (Brand Jackson, n.d.). Brown (2007) states "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing them to know or understand" (p. 8). It can be concluded that the aim of teaching is to connect teacher and student in the process of infusing and developing insights to students.

### 2.2.1 Teaching English

The English language teaching (ELT) is an important area due to the importance of English to the world. It is very popular whether English speaking or not. Lin and Chien (2010) say “teaching English became a professional and academic field a half century” (p. 1). In this term professional is defined as performing a job or teaching process to a high standard in an academic field.

### 2.3 Concept of Competence

Competency alludes to the execution of teachers and act rationally to meet certain determinations in carrying out educational tasks. Hakim (2015) says that Competence is an individual’s ability to perform or perform a job or task based on the skills, knowledge, and attitudes supported by the job in accordance with the requirements of the job. A person means a teacher that handles the classroom in the teaching process. Teacher’s competences are highly demanded in which teachers are not only required to be competent in the subject matter but also the linguistic competences (Puspitasari et al, 2016). According to Spencer (1993), underlying characteristics implies that competency could be a reasonably profound and enduring part of a person’s identity and can predict behavior in a wide variety of circumstances and tasks. Causally related means that a competency causes or predicts behavior and performance (as cited in Chouhan & Srivastava, 2014). Warneri (2019) states “a teacher competency would indicate that the teacher in question has the ability and mastery of learning materials is broad and deep”. In Indonesia as stated in the law of teachers and lecturer No. 14

2015 section 10 and verse 1 must have four competencies named pedagogical competence, personality competence, social competence and professional competencies that must be mastered. As the result, Teacher competence is a fundamental characteristic of a person that is associated with the effectiveness of his personal performance in his job or the underlying characteristics have an infrequent or cause-and-effect relationship with the criteria used as benchmarks, efficiency or outstanding performance in the environment

According to Panggabean and Himawan (2016) there are five aspects of teacher competence, namely, professional knowledge, professional skills, personal characteristics, professional or personal ethical standards and values and professional development and lifelong learning.

### 2.3.1 Pedagogical competence

Pedagogical competence is an important thing for the teacher. The pedagogical competence of the teacher also can be called the academic ability of the teacher. Qualification of pedagogical competence helps teachers to seize the aim of the teaching process. Mulyasa (2007) states teaching competence is the ability that determines the success of the teaching and learning process and the learning outcomes of students. Pedagogical competence is a teacher's ability to monitor student learning by organizing, updating, and evaluating learning processes and outcomes as understood by the teacher. According to Asmani (2009) and Permendiknas No 16 (2007), there are nine main aspects of Pedagogical Competence in Teaching English which have connected each other.

There are; understanding of Learners, mastery of the learning theories and the principles of learning, developing the curriculum, conducting educational learning, using technology, developing the learners' potential, communicating with the learners, implementing assessment and Evaluation, and reflective learning. Every teacher should have a good quality in pedagogical competence, so the goal of teaching learning can be qualifications. Educational and teaching qualification can see the teacher's ability to convey the knowledge about the subject during the teaching learning process.

### 2.3.2 Personal Competence

Modeling as an educator has the important role that is needed for the students. Therefore, the educator should have capability with regard to the development personality. The personality competence is a personal competence of the teacher. It is namely concerned with the personal ability of self-understanding, self-acceptance, self-direction and realization. The personality of teacher competence is as the measure of the lecturers qualified. According to Cheetam and Chiver (1998) that Personal competence is part of a person's needs in a job or profession ( as cited in, Wong 2020). The lecturers have qualified as professional lecturers. The skill of the teacher competence, especially in personality competence should be had by the lecturers. Relations with each other. The relationship in teacher personality consists of fertile interaction with those involved in the educational process skills of common comprehension. According to Komara (2007) Personal competence is a personal ability that reflects a solid,

stable, mature, wise and reliable personality, an example for students and a noble. (as cited in Hakim 2015). Consequently, Personal competency sub-competence such as present yourself as a firm, stable, wise, and also senior, reliable person, present yourself as a person of good character and as an example to students and the community, evaluate your own performance, and grow autonomously

### 2.3.3 Professional Competence

Competencies are related to the teacher's ability in the learning process that is included in professional competence. According to Jamal (2009) Professional competence is a broad and deep understanding of learning materials that includes content and substance of scientific subjects from a philosophical standpoint (as cited in Hakin 2015). According to UU RI No. 14 Th. 2005 The profession of lecturers/teachers competences consist of: 1) Mastering the substance of the field in study and scientific methodology. 2) Mastering materials in studies of curriculum. 3) Mastering and utilizing information and communication use technologies in learning process. 4) Organized studies curriculum materials. 5) Improving the quality materials of learning through action research. Professional competence can be concluded as the ability to deal with the adjustment task, and lecturers' competence is critical since it is directly tied to the performance displayed. Control of materials, managing learning programs, managing the classroom, using media sources, mastering the foundations of education, managing the interaction of learning teaching, assessing students achievement for the sake of teaching participants, knowing the functions

and programs, and interpreting the results of educational research for teaching purposes are the abilities of professionals to be possessed teachers in the learning process. According to Saragih (2008) Understanding of the teaching materials proper curriculum, understanding of the concepts and links with other sciences, as well as mastering the stages in research and critical analysis to examine teaching materials are some of the indications that can be used to gauge professional competence.

#### 2.3.4 Social Competence

Learners, follow teachers, guardians of students, and the community all contribute to social competency, which includes the ability to communicate, get along in school and society, as well as the part of the public communicating and interacting effectively with others. The capacity to properly handle social interactions is known as social competence. In other words, social competence is the ability to get along with others, create and sustain intimate relationships, and respond appropriately in social situations (Weiner & Craighead, 2010). The ability to communicate and engage effectively with students, fellow lecturers and educational employees, as well as students' guardians and the community, is the social competence indicator for measurement.

Social ability is the ability of teachers/ lecturers to effectively communicate and interact with students, staff, parents / guardians of students, and the surrounding community. Social abilities include sub-abilities: 1) Effective and sympathetic communication with learner students' parents, fellow teachers, staff

and communities 2) Contributing to the development of education at school 3) Contribute to the development of local and regional education, domestic and global 4) Use information and communication technology to communicate and develop student behavior. Developing social competence is essential for future functioning in society and for reducing risk of behavioral and emotional problems (Junge et al., 2020). developing social competence includes decreasing risk of behavior and emotions to help people grow better. Saudagar and Idrus (2009) argued that “social competence in learning activities closely related to the teacher's ability to communicate with people around the school and community where teachers live that role and how teachers communicate with the community is expected to have characteristics of its own that is a little bit much different from other people who are not teachers” (p. 64). As a result, social competence is the result of a wide range of cognitive talents, emotional processes, behavioral skills, social awareness, and personal and cultural values related to interpersonal relationships, given the complexity of social interactions. To make matters even more complicated, social competence is influenced by developmental characteristics, especially in teaching.

#### **2.4 Aspects of Teacher Competence**

According to Panggabean and Himawan (2016) there are five aspects of teacher competence, namely, professional knowledge, professional skills, personal characteristics, professional or personal ethical standards and values and professional development and lifelong learning.



### 2.4.1 Professional knowledge

Teacher education or professional knowledge In comparison to disciplinary knowledge, professional knowledge is thought to be a type of knowledge having different qualities. Professional knowledge is created by a certain type of professional activity, implying that it is a compounded type of information. The composition of this compounded knowledge, as well as how the individual pieces might be evaluated and integrated, are still being debated. This is a dispute between several viewpoints that have been impacted to diverse degrees by the authorities' reform of professional education. There will be a debate of major positions in this part, with a focus on teacher education. The tension between theory and practice, as well as the relationship between teacher education, are at the heart of the disputes surrounding teacher education.

### 2.4.2 Professional Skills

Professional skills are abilities that can help you achieve your professional objectives. A professional skill is a habit, personality attribute, or ability that has a good impact on your work performance. Professional skills can be applied to practically any job, sector, or working environment. Professional skills, commonly referred to as soft skills, are abilities that can easily be transferred from one career to another. The way we connect with our surroundings and the people we meet is referred to as soft skills. Hard skills, on the other hand, are highly technical or specialized knowledge of a particular job or industry. Pedagogy,

classroom management, and learner assessment are examples of professional skills.

#### 2.4.3 Personal Characteristics

The attitudes you have toward your interests and difficulties are known as personal character traits. Depending on the situation, these characteristics might be positive or harmful. Positive personality features lead to success, whilst negative personality traits can lead to failure or frustration. The majority of these characteristics are learned from parents, while others are acquired from peer groups.

#### 2.4.4 Professional or Personal ethical Standards and Values

Personal ethics are ethical principles that a person adopts when making decisions and acting in both personal and professional contexts. Many aspects of a person's life are influenced by ethics, including work ethic, personal and professional goals, and values. Individuals use their ethics to determine what is right and wrong in challenging situations, as well as to influence how others act. Despite the fact that everyone's code of ethics is different, many people share principles like honesty and respect. Teachers who follow professional or personal ethical norms and convictions set a good example in the classroom and in the community.

#### 2.5.5 Professional Development and Lifelong Learning

After a person has entered employment, professional development refers to continuing education and career training to assist them gain new skills, stay

current on current trends, and progress their career. Professional development refers to all training, certification and education that a worker needs to succeed in his or her career. It's no secret that different jobs require different skills. (American Hospitality Academy, 2017). In this case the school needs a teacher as a professional educator in the learning process, so, the teacher must master some skills in teaching students.

Lifelong Learning is the consequence of combining formal, non-formal, and informal learning to acquire the ability to improve one's quality of life through time. The context in which learning occurs occurs at all times, in all places, throughout one's life, according to definitions. People must continue to improve their talents throughout their adult lives in order to cope with modern living, both at work and at home. Learning will help to solve the problem (Laal, 2011). Collins English Dictionary defines lifelong learning as "the provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment" (2012). As a result of the information gleaned from prior studies, it is clear that there is no consensus on the genesis of the notion of lifelong learning.

## **2.5 Previous related studies**

In order to support this research, some related studies are discussed. The first study written by Indra Rouhul Wahidah (2021) found that the correlation between students' perceptions toward teachers' pedagogical competence and their

achievement in English subject at SMA Islam NU Pujon. This Study showed that There is a significant positive relationship between students' perceptions of teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon. This means that the higher the English teachers' pedagogical competence, the higher the students' English achievement. Meanwhile the difference between the previous study and the present study is exploring what teachers focus on. It is related to students' perceptions toward pedagogical competence and correlation between their achievement. The present study focuses on students' perception on the teacher's competencies in Teaching English.

The second previous related study written by Basri (2019) found that teacher pedagogical competence in teaching English at the first grade of SMA NEGERI 5 SELAYAR was very good, because the English teacher have a skills how to opening classroom, and the teacher has ability when the student had mastered the method to a high level, the teacher began providing materials. Similarity between the previous study and the present study is about teacher competence. Meanwhile, the difference between the previous study and the present study is teacher pedagogical competence and performance and present study is about survey on teacher competencies based on students perceptions.

The last previous related study written by Annisa Nadia (2020) found that analysis of teacher competence at SMA IT IQRA' kota Bengkulu was the level of teacher competence on student learning outcomes in English lessons at SMA Iqra'

Bengkulu as a whole is categorized as good. Similarity between the previous study and the present study is about teacher competence. Meanwhile, the difference between the previous study and the present study is analysis of teacher competence and present study is students' perceptions toward teacher competence.