

**AN ANALYSIS OF EFL TEACHERS' PROFESSIONAL  
COMPETENCE IN ENGLISH INSTRUCTION AT SMA  
NEGERI 4 BANDA ACEH**

**THESIS**

**Submitted in Partial Fulfillment of  
The Requirements for the Degree of  
“Sarjana Pendidikan (S1)”**

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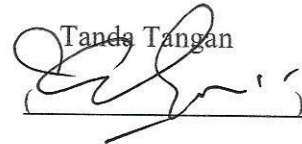
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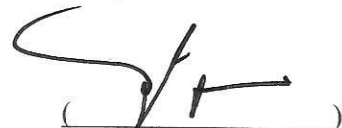
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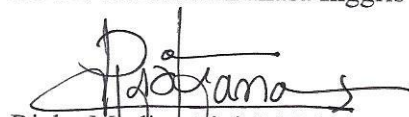
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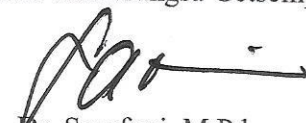
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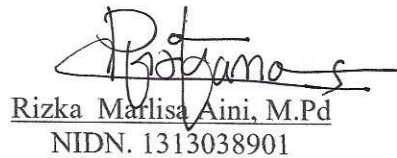
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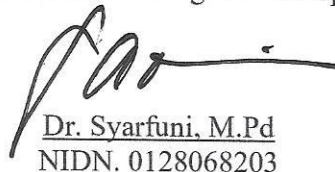
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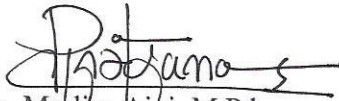
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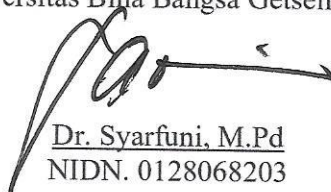
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## **PERNYATAAN KEASLIAN**

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Menyatakan bahwa hasil penelitian atau skripsi ini benar-benar karya saya sendiri, bukan jiplakan dari karya tulis orang lain, baik Sebagian maupun seluruhnya. Pendapat atau temuan yang terdapat dalam skripsi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti plagiasi atau jiplakan, saya siap menerima sanksi akademis dari prodi atau dekan fakultas Universitas Bina Bangsa Getsempena.

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Yang membuat pernyataan,

Musfiana

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Finally , the researcher realized that this thesis is still far from perfect  
Therefore, the suggestion and criticisms are always welcome to improve the quality  
of the thesis in the future.

Banda Aceh, April 4, 2024

The researchers

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## ABSTRACT

Musfiana. 2023. *An Analysis of ELF Teachers' Professional Competence in English Instruction at SMA 4 Negeri Banda Aceh* Thesis, English Education Department , Universitas Bina Bangsa Getsempena Banda Aceh Advisor I. Mulyani, M.Pd, M.TESOL Advisor II. Dr, Sariakin, M.Pd.

The aims of this research are to investigated how is the ELF teachers' professional competence in English instruction. The subject of this research were four English teacher's of SMA NEGERI 4 Banda Aceh This research implemented qualitative descriptive approach in gaining data, by using interview and documentation. The data were analyzed descriptively The results showed that the teachers at SMA Negeri 4 Banda Aceh improve competence his professionalism with diverse way, ie like, using approach, the that is student oriented approach, Think Pear Share Approach, Jigsaw approach, and Discover Learning. Then use method. Such as Physical Response, audio visual method, the implementation jumble word method. Next application of learning strategies such as approach strategies, communication strategies and Discover learning. Finally the teacher applies the Steps terrific learning in curriculum. On the other hand teachers are also researchers find in result interview that join the webinar for increase competency professional, though there are also some teachers who don't follow activity the. In the teaching process the teacher also uses technology digital based such as AR and VR which helps in the field of listening, teachers also apply aspects development 21st century 4CI.

*Keywords : Teachers' professional competence, professional competence, English medium instruction*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents six points; that relates study. The background of study, the problem of the study, the objective of study, the significant of study, the scope of study, and definition of key term.

#### **1.1 The Background of Research**

Being teacher is not as easy as the people think because the teachers play an important role in what they do, and how they do in developing their own professional knowledge and practice (Loughran, 2010:1). They become the models for the students. Thus, the teachers' attitude and behavior most likely be imitated by the students in the class. In the other words, the teachers also carry a big responsibility in their classroom. It is because the teacher is an individual who gives influence in teaching-learning process. Every teachers' words will have an impact on their students. If the teachers feel happy or angry, it this condition affects the class atmosphere because the teachers' attitude will get contagious for students. Therefore, the teachers must bring the students to achieve the objective of the study because all students depend on them.

According to *Permendiknas No 16/2007*, the teacher must have four competences. They are pedagogical competence, personal competence, social competence, and professional competence. In relation to teachers' competence, the success of the teaching materials in relation to teaching content is influenced by competence. Professional teachers should have capability to plan and implement

the learning activities to learning objectives. In achieving these learning objectives, teachers must not only convey learning materials, but also must update and master the learning material that they present to the students. In the other words, the teachers have to develop their professional competence.

Furthermore, as educators, the teachers must have professional competence in carry out their duties because the main task of a teacher is not only transferring knowledge to students but also educating, directing, evaluating, and providing stimulus. So that the potential that exist can also determine by how the teachers teach the students, in other words how students learn will determine how the teacher teach.

Many researches have been conducted related to teachers' professional competence. One of them was the research taken by Syamsinar (2018). The result showed that the teachers' problems dealing with professional competence in teaching English at vocational high schools include problem in mastering the materials, problems in mastering the curriculum, problem in developing materials creatively, difficulties in developing the teacher professionalism continuously, and problems in using the information technology and problems of classroom management.

Another study that related to teachers' professional competence was conducted by Jabri (2017). The result showed that for the first sub- competence, the teachers show their effort in selecting, determining, and organizing the materials by making their own module. In terms of the second sub-competence, all of the teachers have less effort in developing their professional competence. In this study,

the researcher analysis the teachers' professional competence whether the teachers have good professional competence or not in the teaching and learning process. Therefore, this study contributes more for the education field since it discusses about the teachers' professional competence in teaching English. Therefore, the researcher would like to carry out a research with the title **“An Analysis of EFL Teachers' Professional Competence in English Instruction at SMA Negeri 4 Banda Aceh”**

## **1.2 The Research Problem**

The problem of the study is “how do the English teachers' of SMA 4 Negeri Banda Aceh develop their professional competence in English instruction?”

## **1.3 The Research Objective**

The objective of the study is “to find out the English teachers' of SMA Negeri 4 Banda Aceh develop their professional competence in English instruction”

## **1.4 The Scope of Study**

The scope of this study summarized the research topic, identify, interpreted or describe, and analyzed the issues and result. Thus, this study focuses on EFL teachers' professional competence in english instruction at SMA Negeri 4 Banda Aceh.

## **1.5 The Significance of Research**

There are some purpose of doing this research. It is expected that the research will be useful to the other researchers and teachers. The result of this research is beneficial for the other researchers who will be a teacher in the future. By conducting this research, it to be the reference to other researchers on how to be a

good teacher by having the professional competence. Therefore, it can be implemented in the teaching and learning process in the future. Moreover, this research will be helpful for the other researcher as the additional references or informations in order to construct their research that have correlaton with this research. This research also beneficial for teachers so that they will have a self reflection on how to be a good teacher by having the professional competence. Therefore, it could increase the learning outcomes in teaching and learning process.

## **1.6 The Definition of Key Terms**

The researcher needs to make an assumption clearly of the term used in this paper as the following;

### **1.6.1 Teachers' Professional Competence**

Teachers' Professional Competence is the ability of a teacher to master the material in depth, both in planning, implementing and evaluating learning according to their area of expertise.

### **1.6.2 Professional Competence**

Professional competence is the ability of mastering the learning materials that can guide students to achieve the education standards stipulated in the National Education Standards. Therefore, professional competence plays an important role in achieving learning objectives. In order to play those particular roles, teachers should trade on their educational background and experiences.

### **1.6.3 English as Medium Instruction**

English as medium instruction is definited as the use of English to teach academic subjects in educational institutions in countries where English is not used



as a first language. EMI is a solid foundation for accomplishing ESL and EFL students' academic and professional goals.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter elaborates any related literature on analyzing EFL teachers' professional competence in English instruction. This chapter explains and elaborates into several parts; those are the definition of teacher, English teacher for senior high school, the definition of students, the definition of teaching and learning, teaching learning, the roles of teacher, the roles of students, the definition of competence, aspects of competence, the definition of teachers' professional competence, the components of teachers' professional competence and english instruction (English as Medium Instruction)

#### **2.1 The definition of Teacher**

Teachers are people who play an important role in educational field. In the Great Dictionary of Indonesian, teachers understood as a person who works in university teaching school, building a place of learning, colleges, high schools and universities.

Julius (2002: 46) gives a definition of a teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Teachers are capable of living and molding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children for a long time and hence they are capable of imparting knowledge, skills an values that cannot be easily challenged by the society.

Furthermore, Senge (2000: 26) stated that a teacher is an expert who is capable of importing knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society.

From some definitions above, it can be conclude that the definition of teacher in this research is a person who have important role in education field, having knowledge, skills and special trainings in teaching, explaining and educating with primary task of educating, teaching, guiding, directing, train, assess and evaluate students.

### **2.1.1 English Teacher for Senior High School**

English teacher for Senior High School according to Education Law No. 14 of 2005 concerning teachers and lecturers explained that: “Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, judging, and evaluating students in early childhood whether in formal education, basic education, and secondary education”. Based on the definition above then what is meant by high school English teacher is professional educators with the main task of educating, teaching, guiding, directing, training, assess, and evaluate senior high school students in English lessons in the high school education units.

Every field of work requires conditions that must be fulfilled by the actors of work so that the process and results will reach the objectives of the field of work. The requirements that must be fulfilled include administrative requirements and competence. Qualifications are requirements that must be fulfilled related to abilities needed to carry out a job. Qualification can show someone's credibility in carrying out the job. In this case, the credibility of teachers is not only depending on qualifications and competencies, but the willingness and ability to apply in carry out tasks and professions.

Teachers in Senior High School must have minimum academic qualification for four diplomas (D-IV) or bachelor (S1) study programs that are in accordance with the subjects taught, and it is obtained from accredited study programs. Educational academic qualifications or teacher is a minimum level of education that must be fulfilled by an educator which must be proven by a diploma and or certificate of expertise that is relevant in accordance with applicable laws and regulations. In addition, the teacher must have competence as a learning agent to realize national education goals. There are four competencies that must be owned by a teacher as the educator agent, namely: pedagogical competence, personality competence, social competence and professional competence.

Based on the four competencies, professional competence must be absolute controlled by a teacher, English teachers in senior high school are required to improve the ability of professional competence which is related to the subject matter that is taught.

## **2.2 The Definition of Students**

Students are people who seek for experience, knowledge, and so on. They have obligation to study both in school and their home. In the Great dictionary of indonesian, students understood as any individual who formally engaged in learnig, especially one enrolled in a school or college. In addition, according to Syafique (2010:18) that students are people who come to a institution to undergo teaching and learning process that have a purpose to be an individual who has knowledge, skills, personality, experiences, good attitude, and independent.

Moreover, student is also defined as a group of people who come to school to obtain and learn some educational types, (Sardiman, 2003:26). At this moment the students feel many changes; physically and psychologically. Moreover they also change cognitively and start to think abstract like adult.

### **2.2.1 Student Centered Learning (SCL)**

The student center learning is a learning process that requires students as the main actors in the teaching and learning process while the teacher is only a facilitator. According to Westwood (2008), Student Center Learning (SCL) is a learning method that empowers learners to be the center of attention during the learning process. Learning that is rigid instruction from educators is changed into learning that provides opportunities for students to adjust to their abilities and behave directly in receiving their learning experiences.

According to Priyatmojo (2010), Student Center Learning (SCL) is a learning approach that places learners at the center of learning activities where students play an active role in developing their ability to think creatively and innovatively.

## **2.3 Definition of Learning and Teaching**

Learning is an act of getting experience, knowledge, skills, and values by understanding what to do and how to do any tasks by synthesizing the different types of information perceived by us. Learning brings about changes in the existing behaviour of an individual<sup>8</sup>. According to behavioristic theory, learning is a change in behavior as a result of the interaction between stimulus and response. In other words, learning is a form of change experienced by students in terms of their ability to behave in new ways as a result of interactions between stimulus and response (Ahmadi and Widodo, 2013:20)

From the opinion of the expert above, it can be concluded that learning is a process of interaction and understanding between a person and environment with a conscious condition that causes changes in behaviour. Teaching is outside the learner. Learning is internal to learners. You can not motivate others if you are not self-motivated. Motives are not seen, but, Behaviors are seen.

Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external (Sequeira, 12:31). Teaching which is implied in the first definition of learning, may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

## **2.4 Teaching & Learning Process**

### **2.4.1 Teaching**

According to Brown (1994:7) 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 to know or understand". According to Daryanto (2010 : 159) states "Teaching is an activity trying to help, to guide someone to get, to change or to improve skill, attitude ideal and knowledge".

Therefore, teaching consists of activities, tasks, and learning experiences selected to bring help about learning and how to use it in the classroom. It is an activity that tries to help someone to acquire (change or develop skill, attitudes, appreciations and knowledge). It means that teaching activity is an activity which helps the learners learn how to do something by giving instruction and some guidance to learners until the learners understand.

According to Ellis and Jhonshon (1994 :115) states "Teaching implies education ; the passing of knowledge, but also of right and wrong way of doing things". Based on some definition above, The conclusion we can get that teaching is known as mutual communication and also some actions in giving knowledge or training or instruction. Teaching is also such an interpersonality activities because the teacher interacts with the students. Communication will be efficient where the teacher can be influenced learners and the learners can influence the teacher.

Teachers must learn a lot to be able to do this, not only academic knowledge, but also students' psychological knowledge. Thus, based on the curriculum in Indonesia today that teaching focuses more on student participation in the teaching and learning process, so that students are active and creative by encouraging students to solve problems themselves related to subject matter and encourage students to use their own ideas in making solutions to these problems. The problem

solving activity must be supported by a pleasant learning atmosphere so students are interested in participating in the learning process. Learning must provide broad opportunities for students to develop themselves into learning outcomes that are the same or higher than those stated in the Graduate Competency Standards.

### **2.4.2 Learning**

According to Kimber and Garnezy (2016:7), learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice. Teaching learning process is defined as instructional process through the organized and direct instruction of teacher, learner, and material in the classroom. Teaching and learning process has very close relationship and one into another cannot be defined apart.

Brown identifies the components of definition of learning as follow:

- a. Learning is acquisition or getting.
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, cognitive organization.
- d. Learning involves active, conscious focus on and acting upon even outside or inside the organism.
- e. Learning is relatively permanent, but subject to forgetting.
- f. Learning involves some forms of practice, perhaps reinforced practice.
- g. Learning is changes in behavior.

Furthermore, teaching cannot be defined apart of learning. Teaching is guiding and facilitating learning, enabling learner to learn, and setting the condition



for learning (Brown, 2014:8). It can be concluded that learning is a process to get something like information or skill in cognitive organization that can be change the human's behavior. By the learning it is hoped that students can understand the process of learning. They will be able to take the responsibilities for their own getting or learning and have good competence.

In accordance with the above opinion, the learning process in the 2013 curriculum begins with observing activities by students by looking at, reading, listening and listening to problems related to the subject matter. After students observe, students can ask questions about what is seen, read, heard and listened to both verbally and in writing. The next step is analyzing activities by collecting information, connecting information obtained by students, and determining the relationship between information with one another (processing information). The final activity carried out by students is communicating the results of observations made by students.

### **1. Model of learning**

The learning model is a way or technique of presenting material used by educators in the learning process to achieve the expected learning objectives. For more details, the following has been explained by the experts. Agus Suprijono (2010) According to him, the learning model is a pattern that is used as a guide in planning classroom and tutorial learning. Slavin (2010) Present the learning model as a reference to a learning approach including its objectives, syntax, environment and management system.

## **2. Strategies of Learning**

The strategies of learning are important in learning and teaching English, to achieve learning objectives. According to Brown, strategies are certain methods of approaching problems or manipulating information to achieve goals. According to Darmasyah, learning strategies are the perspective, mindset, and direction taken to achieve effective learning.

## **3. Method of Learning**

Nana Sudjana (2005: 76) states that learning methods are the methods used by teachers in conducting relationships with students during teaching. According to M. Sobri Sutikno (2009: 88), the learning method is a way of presenting the learning process to the students by the teacher so that the learning process occurs in students in an effort to achieve goals. From the above definitions, it can be concluded that a method is a way or strategy applied by a teacher so that the learning process occurs in students in an effort to achieve goals. strategy applied by a teacher so that the learning process can be easily accepted by students in order to achieve learning goals. students in order to achieve learning objectives.

### **2.5 The Roles of Teacher**

The quality of the teacher's teaching is directly related to the quality and value of the learning that is taking place in his student. It means that the teacher plays an important role in teaching learning process. Meanwhile, some teacher's roles in teaching learning process are follow:

- a. Teachers as facilitators,  
They provide everything that student's need in the classroom, such as the material and teaching media.
- b. Teachers as classroom managers,  
They must be able to manage the classroom activity during teaching learning process.
- c. Teachers as instructors,  
They are people who give instruction or direction to students.
- d. Teachers as consultant,  
They give good advice to the students although students need or not, or students have any problem.
- e. Teachers as evaluator, they have to know how far the students' progress in learning English.

Besides all those roles above, that there are three functions of teacher as follow:

- 1. Teachers as instruction designers which enables the teacher to design the teaching learning activity in order to reach goal.
- 2. Teachers as instruction managers, it means that the teacher has to be able to manage each step of teaching learning process.
- 3. Teacher as evaluators of students learning, concerning the function that the teacher giving attention to the students' development.

It can be concluded that every teacher is expected to direct, facilitate and encourage the students to participate in teaching learning activity to create interactive language learning in order to achieve the goal in the teaching learning process. According to the Indonesian curriculum, in essence the 2013 curriculum is an improvement of the previous curriculum. The target of curriculum change is none other than the teacher as the direct implementer in the classroom. Therefore, the discussion is more directed at how the role of teachers in the 2013 curriculum. The scientific approach actually focuses on several roles of the teacher in learning. How do teachers streamline learning through methods and scientific thinking (science).

There are several roles of teachers in the application of the 2013 curriculum in learning:

- a) The teacher as a learning designer
- b) Teachers as Learning Artists
- c) Learning motivator
- d) Learning mediator
- e) Learning instructors

## **2.6 The Roles of Students**

Learner's roles cannot be ignored, because students' participation is an important involvement in the classroom interaction and the language learning. In the latter type of interaction in classroom interactions, the roles of student as an active participant in social learning began to be emphasized. In other words, that

student also has an important role to realize the goal of teaching learning process (Richard, 2012:10).

Therefore, a good classroom interaction will encourage students to participate actively in the process of teaching and learning, because when students respond to the teacher's question and gives comments, it will help them explore their ideas and knowledge that is good for the development of their language acquisition. Johnson and Paulson states that learner's roles are as follows:

- a) Learners plan their own learning program and these ultimately assume responsibility for what they do in the classroom.
- b) Learners monitor and evaluate their own progress.
- c) Learners are members of group and by interacting with the others.
- d) Learners tutor other learners.
- e) Learners learn from teacher, from the other students and other teaching source.

## **2.7 Competence**

Competency is an important aspect in teaching and learning activity. A teacher needs to be competence in teaching the student so that the teaching and learning activity can obtain a better result. There are some definitions of competence as the following:

### **2.7.1 The definition of competence**

According to Suprihatiningrum (2013:97) in his book "Professional Teacher", that the term of competency come from English language; competency which has similar meaning with having ability, power, authority, skill, knowledge,

and attitude. As he mentions in his book, competence is a broad capacities as fully human attribute. Competence is supposed to include all qualities of personal effectiveness that are required in the work place, it is certain that we have here a very diverse set of qualities indeed: attitude, motives, interest, personal attunements of all kinds of perceptiveness, openness, creativity, social skill generally, interpersonal maturity, kind of personal identification, as well as knowledge, understanding, actions and skill.

Besides, Sagala (2009:23) implied that competence is a combination of knowledge, attitude, and skill which is manifested in form of action. In other words, competence is a combination of mastery the knowledge, skills, values, and attitudes in the habit of thinking and acting in carrying out job.

Furthermore, In the Republic of Indonesia Law No. 14 of 2005 concerning teacher and lecturer stated that competence is a set of knowledge, skills and behaviors that must be possessed, internalized, mastered by the teacher or lecturer in carrying out professional duties. Competence refers to the ability to implement something that is obtained through education. Therefore, Teacher competency refers to the performance and rational actions to meet certain specifications in carrying out educational tasks. This is said to be rational because competencies have direction and purpose, while performance is someone's real behavior that is observed by someone else.

From the definitions stated, it can be concluded that the definition of competence in this research is a set of mastery of abilities, skills, values, and attitudes that must be owned, lived, and controlled by the English teacher that come

from education and experience that can perform their teaching duties in a professional manner.

### **2.7.2 Aspects of Competence**

There are six aspects contained in the concept of competence as stated by Sanjaya (2011:70-71). According to him, there are six aspects of competence which are:

- a) Knowledge; awareness in the cognitive field, for example, a teacher knows how to identify learning needs, and how to undergo the learning activity with students according to their needs.
- b) Understanding; cognitive depth and affective that is owned by individuals, for example, a teacher who will carrying out learning must have a good understanding of characteristics and conditions of students.
- c) Ability; something that is owned by an individual to carry out tasks or jobs that are charged to him, for example the teacher's ability to choose and make tools to provide easy learning to students.
- d) Value; a standard of behavior that has been believed and in a psychology side has become one in an individual, for example the standard of teacher behavior in learning (honesty, transparency, democracy).
- e) Attitude; feeling (happy, not happy, like, dislike) or reaction against a stimulus that comes from outside, a reaction to the economic crisis, feelings for salary increases, etc.
- f) Interest; someone's tendency to do an act, for example,, interesting to do something or to learn something.

From the six aspects contained in the concept of competence above, there are four areas of competence that must be owned by a teacher, namely pedagogic competence, personality competence, social competence, and professional competence. The four types of competency must be fully mastered by the teacher.

## **2.8 Professional Competence**

Professional is one of four competences that must be owned by a teacher. Professional competence is important in teaching and learning activity since the professional competence is the teachers' ability to master their subjects in-depth and the way to appropriately deliver it to the students. In the other hand, there are some definitions of professional competence as follows:

### **2.8.1 The Definition of Professional Competence**

Professional competencies include expertise in its field or mastery of the material that is to be taught along with the method, a sense of responsibility of his duty and sense of community with other teacher colleagues. Professional competence requires teachers to have a broad knowledge of the subject matter and the subject matter (field of study) will be taught as well as mastery of the methodology is to master the theoretical concepts, as well as choosing the appropriate method and is able to use it in teaching and learning process.

According to Gumelar and Dahyat (2002:127), professional competence refers to the opinion of the Asian Institute for Teacher Education, said teachers' professional competence in the case include the ability to understand and implement good educational foundation of philosophical, psychological, understand and apply the learning theory according to the developmental level of the learner's behavior,



be able to handle or field of study subjects assigned to him, understand and apply the appropriate teaching method, able to use a variety of tools and media studies as well as other learning facilities, be able to organize and implement the programs, be able to carry out the evaluation of learning, and and be able to motivate learners.

In addition, Johnson in Anwar (2014:63) argues professional competencies include mastery of the recent lessons that to be taught, and the basic concepts of materials that are going to be taught, mastery and appreciation of the foundation and educational insights and teacher, control of the processes of education, teacher training and student learning.

### **2.8.2 The Aspects and Characteristic of Professional Competence**

According to Permendiknas No. 16 year 2007, professional competence have five aspects namely:

1. Mastering the material, structure, concepts, and scientific mindsets that support the subjects. It means that the English teacher must having knowledge of various aspects of language in English (linguistic, discourse, sociolinguistic, strategic). Then mastering speaking and writing English, receptive and productive in all aspects of communicative (linguistic, discourse, sociolinguistic, strategic).
2. Mastering the standard of competence and basic competencies of the subjects. It means that an English teacher must be understand the competency standard of subject being teach, understand the basic competencies of the subjects and understand the learning goals.

3. Develop creatively in learning materials. This statement explain that the English teacher must choosing learning materials that are teach in accordance with the level of development of learning. Then processing the subject matter creatively in accordance with the level of development of learners.
4. Develop professionalism in a suistanable manner by taking reflective action. An English teacher must reflecting his/her own performance continiously. Also utilize reflection result in order to increase professionalism, and conduct classroom action research for professional enhancement.
5. Utilizing information and communication technology to communicate and develop them. An English teacher who can utilize information and communication technology in communicating for self-development will be more able to create an effective learning environment, fun,and will be more able to manage his/her class, so that the students learning process will be optimal.

Meanwhile, there are some characteristics regarding the professional competence of teachers indicated by Oemar Hamalik (2016). They are as follows:

1. The teacher is able to develop his responsibilities as well as possible
2. The teacher is able to carry out his roles successfully
3. The teacher is able to work in an effort to achieve educational goals
4. The teacher is able to carry out his roles in teaching and learning process in the classroom.

## 2.9 Teachers' Professional Competence

The teacher is a very important component influence on quality educational processes and outcomes. One of the requirements is demanding competency standards teacher professional. Teachers who have professional competence must be able sorting and selecting and classifying learning material to be delivered to students.

Teacher professional competence, is educational goals will be achieved as it is wanted. The teacher is the spearhead for education, so mastery professional competence must owned by every teacher because professional sense impact on teacher competency the teacher's understanding of the material in depth so that the teacher can shape it student character well, so students can apply it in the family and community environment. Professional competence also has a good impact on school as a reference for improvement school quality in education.

Mulyasa (2017:17) in essence, teacher professional competency standard is to get good and professional teachers who have competence to perform the function and the goals of the school in particular general education goals according to the needs of society and demands of the times.

There are several indicators that can use as a characteristic measure assessed teacher professionally competent.

1. Capable develop responsibility well.
2. Capable carry out their roles and functions right.
3. Able to work to realize educational goals in schools.
4. Capable carry out its roles and functions in class learning.

Naim (2011: 56) competence in the world of education is based on rational consideration that the learning process is complex process. Teachers who can give "enlightenment" for students they can certainly competent as a professional teacher. The ideal teacher is a teachers' who do their job professionally. Professional teachers always try their best to carry out their duties properly.

### **2.9.1 The Definition of Classroom Action Research.**

The addition, (Cameron-Jones: 1983) defines action research as a research carried out by practitioners with a view to improve their professional practice and understand it better.

Igak Wardani (2011) Classroom Action Research is research conducted by teachers in their own classrooms through self-reflection, with the aim of improving their performance as teachers, so that the objectives of Classroom Action Research can improve student learning outcomes.

### **2.9.2 The Definition of AI, AR, and VR**

1. Artificial Intelligence (AI) is a science and techniques in creating intelligent machines, especially in creating intelligent computer program or application.

AI is a step to create

Computer's, robots, or applications or programs that work intelligently, like humans (John McCarthy, 2007).

2. Augmented Reality (AR)

Augmented Reality (AR) is technologies that combines virtual objects two-dimensional or three-dimensional into a real three-dimensional environment and then project these virtual objects in real time (Wolfgang Hohl, 2009).

### 3. Virtual Reality (VR)

According to ALA, virtual reality (VR) is a simulation of an image or an entire environment a computer-generated tool that can be experienced using the equipment special electronics, which allow its users to be "present" in an alternative environment as in the real world to the object and three-dimensional (3D) virtual information with additional data such as graphics or sound.

#### **2.10 English as Medium Instruction (EMI)**

When English was being used at universities in the country which native language was not English such as Korea, The Netherlands, Japan, Malaysia, and Germany, then the term EMI was applicable. In this case, the teachers and the students might be non-native speakers of English (Corrigan, 2015). In using EMI, the lecturers did not teach the students about English subject but they used English as medium of instruction. There are two ways in implementing EMI, full EMI and partial EMI.

According to Ibrahim (2011) a full EMI is a form of bilingual education using no native language at all in its curriculum, while a partial EMI is a bilingual program with as little or less than 50% of the curriculum taught with a second language. The unsupportive EMI environment outside the classroom, the general lack of language proficiency among students and teachers where the reason full EMI was apparently unreasonable to be implemented, and partial EMI was, therefore, a possible option. According to Ibrahim (2011) Partial EMI could be defined not only in terms of the amount of percentage of the curriculum taught in the native language. It may also

refer to limitations in participants, scope, and settings. He distinguished the dimensions that could be considered in implementing partial EMI.

1. Participants (teacher and students)

Since these participants (teacher and students) as the key to have an effective teaching and learning process both of them need to have a good proficiency in English. Since teachers are normally expected to teach or lecture and to absorb information from textbooks in order to transmit it to their students, they are supposed to have a good competence in speaking (lecturing) and reading (textbooks). On the other hand, the recipients, students, are usually expected to comprehend lectures (listening) and to take notes (writing). The level of language competence required of both groups may rise if classes become learner-centered and activitybased. In this situation, the both group is likely to get involved in various cognitive and communicative skills, which demand a higher level of proficiency in English four skills.

2. Scope of use (courses, language skills, and tasks)

The scope can be divided in three components, namely courses, language skill and tasks. At the initial stage, EMI programs do not have to encompass all university courses. Some courses are more easily delivered or communicated in a particular language. Such as Locally-based and culture-specifi courses (like history, geography, social sciences, etc.) and reflective or creative courses (like philosophy, literature, and art) may be best in their original form, Indonesian, while courses often considered universal (like mathematics and natural sciences) or international

(like engineering, business, accounting, etc.) can be attempted in English. The fact that certain disciplines have jargons and registers may imply that they are more easily communicated in the language where the jargons or registers are found often in English.

Next component is language skill. At the beginning stage, EMI classes may not need to cover all language skills. The teachers can start to teach the students with receptive skill (listening and reading) and gradually move to productive skill (speaking and writing). Since reading provides rich input important for production and students cannot rely too much on their teachers for comprehensible input, reading may be preferred to other language skills at the initial stage of EMI implementation. For writing, the complex form in writing such as essays or papers should be done when the students have reached an adequate English skill. The last is tasks. According to Nunan (2001) there are two types of tasks: first is pedagogic and the second is real-world task. She defines the pedagogic task as a task that required in the classroom while real-world task means a task that learners might called upon to perform in the real life. It is referring not only to classroom academic tasks students are normally required to do but also to all aspects of life, which can be used for learning purposes in the classroom.

### 3. Settings (classroom & semester level)

Semester level can be an indicator of a student's academic ranking. The higher their academic level, the more they have learned. Students who reached the advanced stage in their studies not only learn in their study field such as knowledge or experience but also that they have coped with increasing cognitive difficulties

characteristic of higher academic levels. Considering the important semester level to have a successful EMI program, the policy makers need to avoid fulfill the low-semester students with EMI but EMI classes should gradually increase with students semester level.

From some journals about EMI in some bilingual schools in Indonesia, among students and teachers have any lack English proficiency that made it hard to used full EMI to teach the students. In Artini (2013) study, the researcher got a picture how the used of EM

I in one of school in Indonesia. The teachers did not have any confidence to teach the students using English as medium of instruction and also their lack proficiency in English made them hard to teach the students with using full English in the class. The teachers also used to mix the language, when the teachers did not know how to say a word in English, they prefer to used Bahasa Indonesia to omit the misunderstanding in learning.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher provides brief explanation about research design of the study, the subject of research, instrument of the study, procedure of data analysis, technique of data analysis, and triangulation technique.

#### **3.1 Research Design**

This research design used in this study is descriptive qualitative method. According to Margono (2010:8), descriptive method is a method that seeks to provide a systematic data with the actual facts and nature of certain samples which aims to solve the current problems and collect data or information to be arranged, described, and analyzed.

In addition, the researcher will use descriptive method since the data analysis is presented descriptively. It indicates that the researcher is going to find the result of data analysis by describing it. Moreover, Ainin (2007:30) notified that the purpose of descriptive method is to make description about the fact, characteristics, and relation of current cases systematically, factually, and accurately.

#### **3.2 Research Subject**

In conducting the research, one thing that needs to be considered is to determine the research subject. According to Arikunto (2010:172), the subject of research is source of data in a research or the person who decide to participate in a research. In this case, the researcher will use purposive sampling method in choosing the subject of the research. Purposive sampling is a non probability sample

that is selected based on characteristics of a population and the objective of the study. It is also known as judgmental, selective, or subjective sampling. In this research, samples will be taken using purposive sampling, which is the sample selected based on the research objectives. In this research, the researcher will choose six English teachers as the subject of the research.

### **3.3 Research Instrument**

The research instruments are devices which are used by the researcher to collect the required data. According to Arikunto (2010:160), an instrument is a tool or facilities used in collecting data in order to make the work easier and the better result. In other words, the result is complete and systemic, so it is easy to be processed. In this research, the researcher will use interview guideline as the instrument in order to collect the data.

#### **3.3.1 Interview Guideline**

The researcher will use interview guideline to obtain the data of the interviewee who are correlated to the research. The researcher expects that she can access the information through the interviewees' answers. According to Ary (2010), interview guideline is one of the most deployed and basic ways to get the qualitative data and it is used to collect the data from the individuals' contention, feeling and their beliefs about a certain issue by their own words.

The interview guideline stands as the tool to hold the interview to the people who became the sources of information so the interviewer can obtain the data from that activity. There are eight questions that will be asked by the researcher to the English teachers in the interview process. The researcher used Bahasa Indonesia to

get the data of interview. It aimed to make the interviewees understand about the context of the questions. In collecting the data, the researcher employs the semi structured interview with open-ended questions. The researcher thinks that by using the semi structured interview with open-ended questions, it will be much easier for the researcher to get deeper and further information from the interviewees. Because this study mostly talks about the circumstance so the researcher need to have additional or free-form of questions.

### **3.3.2 Documentation**

According to Sugiyono (2018:476), documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research.

According to Hamidi (2004:72), the method of documentation is information that comes from important records both from institutions or organizations as well as from individuals. Documentation of this research is taking picture by researchers to strengthen the results of the study.

In this research documentations is that are include the document assessed by the teachers that include task, projects, home works, etc. In this research, the researcher focused on the assignments that have been given by the teachers at SMA 4 Banda Aceh. Those documents are analyzed by looking at way how they are assessed, the score, and the tools used by the teachers is assessing those documents. It is included to know the challenges the teachers in teaching and assessing the material.

### **3.4 Data Collecting Procedure**

According to Puspitawati and Anggadini (2011:23), procedure is a series of steps that arranged systematically in a detailed sequence and must be follow to be able to solve a problem. In collecting data, the researcher explores the information throughout the interview. In this research, the researcher will do the following steps to collect the data. First, the researcher will conduct interview with some interviewees who are being the subject of this research. Before conducting the interview, the researcher will create an interested situation to make the interviewees feel comfortable in the process of interview, thus the researcher can conduct the interview smoothly. After making a comfortable situation, the researcher will do interview by asking some questions about EFL teachers' professional competence in hybrid learning.

During the interview, the researcher will use audio-recorder as the data saver so that the researcher do not need to worry about the missing points within the interview. This audio recorded is a necessity because in semi structured with open-ended questions, there will be unexpected replies that triggers unformulated questions and at the same time it requires the details or reasons. Therefore, the researcher does not have enough time to write down all of the answers completely at once. Ary (2010) and Creswell (2012) agreed that audio recorder is an efficient media to hold an interview.

### **3.5 Technique of Data Analysis**

Data analysis is an important aspect in this research. Data analysis is the process of systematically searching and arranging the interview script, observation

checklist, and other material that you accumulate to increase your understanding and to enable you to present what you have discovered to others (Sugiyono, 2014:334). In this research, there are three techniques in analyzing the qualitative data of the interview. By using Miles and Huberman (2014) model, the researcher will do data reduction, data display, and conclusion drawing/verification as follows:

a. Data reduction

Data reduction aimed to reduce original data by choosing the important point, focusing on a particular part of the topic so that the result can give the researcher a clear description, and facilitating the researcher to continue the next step (Sugiyono, 2013:247).

There are lots of unimportant data from the interview stage. Data reduction assisted the researcher to centralize their critical thinking in reducing data. Hence, the researcher could display clear data depending on the topic in the interview guideline. The data analyzed only the data that are related to the CSFs in debate process. The information that refers to the CSFs becomes the data in this study.

b. Data display

This stage was done after data reduction. Furthermore, it showed clear data in several categories. Thus data display can be called as stage which provides qualitative data in a short explanation, chart, flowchart, and many other kinds. By displaying the data after data reduction, it was easy to be understood by the researcher.

c. Conclusion drawing/ verification

After the data display, the last stage of analyzing the data is conclusion drawing/verification. According to Sugiyono (2013:252) stated that the collected data is categorized, patterned, and finally concluded by the researcher. There were some specific conclusions analyzed from each respondent's interview. It supported the basic conclusion of the research.

### **3.6 Data Validity**

The data validity technique is one of the important techniques in determining the validity and reliability of the data obtained in this study. In this study the data validity technique used is a triangulation technique, namely the technique of checking the validity of data by comparing data found by the researcher with something outside the data. According to Moleong (2007:330), triangulation is a technique for checking the validity of data that uses something other than data to examine or compare the data. In this study the triangulation technique that the researcher used was developed by Denzim in Moleong (2007:331) there are four triangulations as examination techniques to achieve validity, that are:

- a. Source triangulation is the triangulation of data which researchers use by referring to various data sources such as documents and archives.
- b. Triangulation of observers is that there are other observer's involved besides the researcher who also examines the results of data collection.
- c. Theory triangulation is in which the researchers use various theories that aim to ensure the data collected that has met the requirements.

- d. Triangulation method, this is a technique that uses methods such as interviews and documentation methods.

## **CHAPTER IV**

### **RESEARCH FINDING DISSCUSSION**

In this chapter, the research presents the research findings to answers the questions mentioned in the first chapter. In addition, in this section the researcher discusses the ELF teacher's professional competence in English instruction taken by English teachers at SMA Negeri 4 Banda Aceh.

#### **4.1 Research Finding**

This research has been carried out from December 16, 2022 to December 23, 2022 in SMA Negeri 4 Banda Aceh, Kota Baru, Kuta Alam, Banda Aceh. In addition, in conducting this research, using several instruments to collect data. In this case, the researcher used interview guides to answer questions of the research problem, and Documentation.

In addiction the participants that the researcher took in this study were purposive sampling for ELF English teachers at SMA Negeri 4 Banda Aceh to answer the research question. Based on the research conducted, the following are the result of the study.

##### **4.1.1 The result of interview.**

In this study, the researcher conducted direct structured interview with the participants. The structure interview activities were carried out for 3 days, namely Thursday, December 16, 2022, Thursday, December 22, 2022, Friday, December 23, 2022, this study aimed to find out shortcomings and solution about ELF Teacher's Professional Competence in English Instruction by the English Teachers.



In this study, the researcher used purposive sampling and following are the result with 4 participants. The name of the participants was arranged based on the initials as follow: (CW, LD, H, IF) who came from English teachers of SMA Negeri 4 Banda Aceh.

Based on the result of interview with participants, the following results, were obtained.

#### **4.1.1.1 Result of Interview with CW, LD, H, IF**

The interview with CW took place at 10.50-11.5 on Thursday December 16, 2022, located in the library of SMA Negeri 4 Banda Aceh. The interview with LD took place at 10.00-10.12 on Friday, September 22, 2022 in Teachers Room. The interview with H and IF took place at 12.30-12.47 on Friday, December 23, 2022 in Teacher's room.

##### **1. When you teach, do you use an approach in learning, state why do you use this approach?**

CW : “The approach that I use is usually more of a student or learner-oriented approach, because I think this approach makes students free to determine a pleasant learning experience, by utilizing existing facilities”.

LD : “I usually use Discovery Learning, as scientific approach”.

H : “every time I teach, what I often use is the first, Think Pair Share (TPS), secondly I often use the Jigsaw method, but this jigsaw method really has to be organized, because it takes time, that's why long before entering the ppm I have set the group, so when I enter they are already in their respective group positions, so if Think Pair and Share I play a video, when

I give the material it becomes easy, after that you share and your friends in the class, that's what I often do. So, they really learn independently. After I explain in detail, then I give the material, make the task they have been of to do and the trust I have”.

IF : “I don't always use the learning approach method, indeed there are sometimes learning approach models that make it easier”.

From the results of the statement above, it can be concluded that the approach method chosen by the teacher is very helpful in the teaching and learning process, because it makes it easier for teachers to mingle and communicate well with their students both in mastery classes and in providing material, there are also teachers who are still confused in distinguishing between models and approach.

## **2. What kind of learning methods do you use?**

CW : “I use two types’, first there is Physical response, because this method stimulates students to increase vocabulary with movement. Second, there is Audio Visual Method, because this method trains or hones students' thinking skills”.

LD : “If our method here often uses Jigsaw, Think Pair Share, and there are several more, we use the method, I don't memorize it, every teaching there must be different, every time we see suitable material and we adjust it to the material, we change the method”.

H : “implementation Jigsaw, Picture to pictures is also often used by me or the method of questions that use jumbled words, if class 3 is usually orange

the sentence, orange the paragraph, if class 1, I am more directed to orange the word because it is still low”.

IF : “Discovery learning, the reason I chose this method is that it can train students to learn independently, train students' reasoning abilities and can involve students actively in the teaching and learning process. This method is also able to foster students' curiosity”.

From the results of the statement above it can be said that the method, Physical Response method, Audio Visual Method, Discovery Learning, and so on can stimulate students to add to their vocabulary and can also hone students' abilities.

### **3. What learning strategies do you often use?**

CW : “Communication, I emphasize students to communicate more often with English, because with them often speaking in English then they will be trained, accustomed, and also train pronunciation”.

LD : “Here I still feel lacking, even though I have participated in training many times when I enter the theme of strategies, methods, there is still a debate about which one is actually a strategy, method, here I am lacking in distinguishing between the two”.

H : “Like an approach strategy, more of a strategy in terms of approaching children and teachers”.

IF : Discovery learning, this strategy can improve cooperation and establish communication between students in the learning process”.

The statement above can be concluded that, using learning strategies such as the child and teacher approach, communication can be expected to be able to assist students in improving communication in English.

#### **4. Can you mention the steps of learning that you use?**

CW : “As usual, Introduction, such as asking for news, asking questions that have been learned before, summarizing the previous material, then just enters the core activities, about the material to be discussed”.

LD : “The steps are as usual, the first is the introduction, there is perception, then the term, the 5 M steps, which are used according to the curriculum, the 5 M's, such as communicative, feedback, basically the 5M in curriculum 13, but now I don't use all 5M, sometimes I use 2, in the past I used all 5”.

H : “The steps are from first entering, greetings, giving motivation, do you need English, why do you need English, what do you think about English, what English is an international language in the world, why. Why not just Aceh or Indonesia language, usually they respond quickly, they all like English in their own way, some answer like songs, message, and others. After that, we go into the material that will be learned today. The purposed of this study, and the end of this material what we understand. So even though it's a little, there is something to take home”.

IF : “- Simulation

- Identification of problems

- Data collection

- Data processing
- Proof
- Draw a conclusion”.

From the respondents’ statements above, it can be concluded that by implementing learning steps it makes it easier for teachers to collaborate with their students in class.

### **5. Have you ever conducted Classroom Action Research (PTK)?**

CW : “yes, during the promotion process”.

LD : “Never”

H : “Never, I did it right away, that's why I like the Jigsaw thing, I did both events, when I made PTK, I got promoted to make my own PTK, so I saw "Your children are energetic" in the social studies department, so I saw that they lacked response, if the teacher shows one by one show, we are alone in front of the class, if we are firm but there are those who play behind, talk about something, but with my mother making jigsaw they are more responsible, because they can't tell others, so I once made a research with the pare and show thing, I played video, narrative video, they watched the video, after that they take summary, after that pare of them, discussion of video, after that they share the summary in the class”.

IF : “Never, and I plan to do”.

From the results above it can be concluded that of the four informants who had made PTK only two people, this was done during the promotion process.

**6. Are the lesson plans that you develop based on students' interests and abilities or Student Centered Learning (SCL)?**

CW : “Yes, according to Student centered learning”.

H : “Student Centered Learning, because it has been determined, the lesson plan is determined by the government, but the indicators are according to the ability of the students, because sometimes, it could be that the indicators in high school can be 6, 7, sometime there are classes that can be used 5, or 3, in what indicators we want, so sometimes in social studies, children, more play. Like games, so like conditionals I take them to games”.

LD : “Yes, it must be, otherwise it will not be in accordance with Curriculum 13 which aims to focus on the Student Center”.

F : “of course, because it adjusts to the indicators listed in the RPP based on the curriculum implemented in schools. The learning process refers to student centered learning”.

From the data in the statements above, it means that the teacher develops lesson plans based on Student Center Learning, according to the curriculum, but the indicators are adjusted to the students' circumstances and conditions.

**7. What curriculum that is applied in this school?**

CW : “Curriculum 13 and Merdeka Curriculum”.

LD : “This school used the curriculum is combined, grade 2 and grade 3, I teach grade 2 and grade 3 Curriculum 13 and grade 1 already uses the Merdeka Curriculum”.

H : “Curriculum 13 and Merdeka Curriculum. Grade 1 is the Merdeka Curriculum, while grades 2 and 3 are Curriculum 13”.

IF : “Curriculum 13 for grades 2 and 3, while grade 1 has implemented an independent curriculum”.

**8. Do you deliver English language materials in a structured and conceptualized manner based on the current curriculum?**

CW : “Of course, according to and conceptualized based on Curriculum 13 benchmarks”.

LD : “Of course it has to be like that”.

H : “Yes, if it is a book, a package book, I take books related to the material in the package book, so there are also other books used. for example, listening, if the package book is too monotonous, so the children already have each package book, so if you use other books there are new things”.

IF : “Yes, it has to be structured and conceptualized based on the existing curriculum, but also adjusted to the needs of students, for example using textbooks is too boring, so we look for other media with the same theme, so students can follow a fun learning process without changing the concept which exists”.

From the results of the responses given by the teachers, it can be concluded that the use of the material used is structured and conceptualized by adjusting the theme concerned with more creative material, so that it is not boring and makes students bored in participating in the learning process.

**9. Do you often develop teaching materials using authentic materials?**

CW : “Often, one example is in Repost Text material, bringing pictures or photos”.

LD : “Developing, because we see that the material is not suitable for the class situation, the background of the children, so we sort it out first, because not all theme material or discussion points we look at first, for example this theme can’t or appropriate not with our place, so if it fits we take it, if it does not fit we take another one that is suitable, for example the theme of invitations, in the package book maybe party invitations or birthday invitations, which are not in harmony with our culture, for example we are Muslims, anyway we adjust it to our culture. Not directly taking, for example in the authentic material book like this, then we compare, we have to see, for example an invitation to celebrate Christmas, yes we change it”.

H : “Yes, that's what I did last semester, so there was material about invitation letters in class 2 and class 3, there are 2 invitation letters, namely formal and informal. So I told them to bring 2 invitations, either formal or informal, if informal it's like a birthday, if formal it's like an invitation from the Geuchik, a wedding invitation, I told them to paste it in their respective books. The invitations they bring are in Indonesian, after that I tell them to translate the invitation into English, so I have given them, the outline of the letter, such as the first step of the name, address, sender, everything, finally say greetings. Directly using authentic material, so they immediately know the difference in how to write in English, if class 3



material about newspapers, so they look for job vacancies in the newspaper, then they paste it in the book, there are job vacancies, they apply for jobs, choose the one that suits them and thank God for success regarding this material, and even the recalcitrant ones want to, because children if invited want to, sometimes children are invited to the left brain just lazy, but if the right brain is playing alone they want to”.

IF : “example: playing movies and songs in English, and sometimes carrying out the learning process in the open by combining the material being studied with the surrounding environment”.

From the statement above, it can be interpreted that the teacher has succeeded in developing learning media to attract students' interest in learning, because it is more fun and students really like it.

#### **10. Do you know the terms AI, AR, VR, if yes, do you often use them?**

CW : “Never”.

LD : “I know only about AI, which is a robot that can talk, whose brain was created by humans, but is used for the benefit of the world now, helping mankind now, that's the little I know about AI, which I have seen and watched in movies”.

H : “I know, I just know at a glance”.

IF : “Know a little, also used in the learning process and exams. During the learning process I often use the term:

- VR {using a headset/earphones when listening to lessons}
- AR {often used during exams using each student's smartphone}”.

**11. Have you ever attended seminars, workshops, webinars related to professional development in education?**

CW : “Never, but I want to join this even”.

LD : “I have, but I forgot what the theme was, but the name of the webinar is not one hundred percent we can absorb, it is different from face-to-face seminars. I personally find webinars less serious”.

H : “There is, it's more online time, because online time is limited learning time Google meeting briefly with children, children doing assignments, mothers follow more daily webinars to add knowledge”.

IF : “Yes, I have attended seminars held by the education office and have also attended training held at schools”.

From the statement above it can be concluded that teachers took part in a lot of webinars during Covid 19 because they had more time.

**12. Have you ever created scientific works such as books, modules, or articles on teaching?**

CW : “Never”.

LD : “Never”.

H : “There are modules, school modules according to what the school wants, if the international model is too complete, but if the school module that we make is according to what is needed by the school and we adjust it to the needs of the child, we return it to the indicator so it must be according to the needs of the child, but if books and articles never”.

IF : “Never”

**13. Are you often apply aspects of 21st Century performance, namely 4CI in the learning process in class?**

CW : “Not every day, but often”.

LD : “Yes, the 21st century aspect of 4CI, it is the use of technology or IT, 4CI is for IT, learning to use computers, projectors, basically anything related to today's world, which is information like that, it must be there, we take exams using of Google forms, and so on, in my opinion, it all goes into the 4CI”.

H : “Yes, I emphasize communication, I tell them to talk or ask questions in English, if they are talking there are words they don't know that they want to say in English, then they can mix it, say English and Indonesia, I tell them the important thing is to want to speak English, if it's wrong we fix it, the important thing is not to be afraid to try, so they are motivated. With that they are encouraged by themselves to find out the words they don't know, it's usually impressed because they struggle to find them. Grade 1 and 2 usually mix their communication between Indonesian and English, while grade 3 is full English”.

IF : “often, aspects of 4CI are very encouraging and hone students in improving skills and assist in honing the skills that students have, with the application of these aspects, it can form students who are brave, and also think critically”.

From the statement above, it can be interpreted that the application of the 21st century aspect, namely 4CI, is able to increase interest, enthusiasm for student

learning, interest, also improve students' ways of thinking that are more critical and foster a high level of curiosity.

## **4.2 Discussion research**

The learning process teach English lessons, teachers need various way so students not lazy and bored in follow lesson. Teachers are required more creative and innovative in manage teaching materials and methods teach. Based on results interviews and documentation conducted on the month December 2022, obtained a number of results and explanations about the learning process teach English lessons applied by English teachers at SMA Negeri 4 Banda Aceh.

## **4.3 Discussion**

Discussion results research on discussion part this discuss results research that has been described in section before, with permanent maintain relevant results with question study as described in Chapter 1. Problems study attempted for find out How is the EFL Teachers' Professional Competence in English Instruction at SMA Negeri 4 Banda Aceh.

From interviews that, researcher find that in increase professional competence of teachers, teachers at SMA Negeri 4 Banda Aceh manage teaching materials and also control class, they must do various method in interact with his disciples, As for some the way they are do first approach. Approach used form student oriented approach, because approach this make participant educate free determine experience fun learning, with utilise existing facilities. Then Think Pair Share (TPS) approach and Jigsaw, but this jigsaw of course right must arranged neat, because need time for student understand the material, which final is Discover Learning.

The teacher also mentions that method learning is also very important, in give teacher material should clever in choose method learning for participants educate more interested with material to be studied. Usually frequent method worn that there is a physical response, because method this could stimulate student for increase vocabulary with Movement. The Audio Visual Method, method this practice or hone thinking skills student. Furthermore, the implementation jumbled word, Picture to picture is also often used or method questions using jumble word, for class 3 usually use method arrange the sentences, arrange the paragraph, the class 1, more direct to arrange the word because still low.

Learning strategies are needed in effort increase study teaching, there some of the strategies used by teachers in class, such as approach strategies, more to strategy approach child and teacher. Then there is a Communication Strategy, this strategy emphasize student for more often communicate in English, because with they often speak in Englishbso they will trained, accustomed, and also train pronunciation with the vocabulary they have. Next there 's Discover Learning.

Steps learning that must be applied in class is also very helpful a teacher for interact with students, there a few Steps learning that is often used as stated in curriculum i.e., Introduction, ask news, wondering that already studied before, concluded Theory before, then enter to core activities viz about material to be discussed. In effort increase professional competence of a teacher, exists some teachers do Classroom Action Research (CAR), for the promotion process rank, there are also teachers who do not do PTK.

Use RRP accordingly the curriculum applied at SMA Negeri 4 Banda Aceh at the time this that is curriculum 13 and curriculum independence is the goal focus to the Student Center. will but indicators according to ability student. whereas Application curriculum depends difference class, for class one use curriculum independent, meanwhile for class two and class three still apply curriculum 13. On the material learning, teachers design creative material possible for interesting interest student in lessons, like often use or developing authentic media, for example in Repost Text material, teacher bring picture or photo for media, broadcast movies, and songs in English, matter regarding the invitation letter, ordered student bring formal and then informal invitations student pasting invitation it's in the book they each will but their invitation bring in form Indonesian, then the teacher ordered student for interpret invitation the into English, with guidelines framework the letter that the teacher had given before. Next Theory about the Job Application Letter, the teacher ordered participant educate for look for vacancy profession newspapers, then student stick newspaper it and write example as applicant job. The teacher admits that authentic media is very interested and capable increase spirit study student.

Selection material is also very considered like featuring authentic Media for attract interest students, the selected authentic media is also adjusted by material and situation class, background back son, should considered over first, because no all material, theme or the trees debate in accordance with culture in the environment school. Example in the book package matter about Christmas invitation, because

the majority school religious Islam, then the authentic media is replaced and adapted by environment school said.

The modern era a lot term emerging terms as the terms AI (Artificial Intelligence), AR (Augmented Reality), and VR (Virtual Reality), all three is exists from perfection technology that gives change for life humans, for one in the world of Education. use technology digital based could give experience interesting for participant educate, as in use several English teachers i.e. deep VR listening lesson material in the form of headsets or earphones, then AR technology this often used moment exam that is with using each student 's cell phone.

In develop competence professional a educators, many way that can be done a teacher upgrades himself, like attending seminars, webinars or workshops increase Education profession, There are several teachers stated that they attended the seminar, however they more many follow activity during the Covid -19.

As for other things that support competence a instructor, that is with generate works, fine that form modules, articles, and book. There are teachers who have make module school as desired by the school, is not it form module international, module schools made by teachers according to what is needed by the school and adjusted with need students, according to the indicator. besides their Modules not yet once make book nor article.

The last, in the age that continues growing, fine from facet technology nor education, teachers are required for capable collaborate with development of the times. As in designing lesson plans, teachers often apply aspects 21st century namely, Critical Thinking, Communication, Creativity, Collaboration, and

Innovation (4CI). aspects the could form usage technology or IT, study using a computer, projector, essentially related with the world now this, which is informatics as that, for example when exam use google form, and so on, that is all including to in 4CI.

Teachers also make aspect 21st century as activity everyday in class , like communication, teacher more emphasize Thing such, with method ordered student speak or ask with use English, if currently speak there is a word that is not student know what words to say in English, then can be mixed, say English and Indonesia, teacher motivating they for want to speak English, even though the word or the sentence that is said is wrong, which is important student no afraid for try, because motivation those, they pushed with itself for find out the word that is not they know, that usually will stored in memory with alone because they difficult sucks try find out and memorize it. Master also said that Class 1 and 2 usually student could mix in communicate between Indonesian and English, meanwhile for grade 3 must be full English.

Previous research conducted by Hermawan and friends (2020) regarding the application of 4C-based learning by Japanese teachers, there were obstacles experienced by teachers, namely as students who were less active in learning activities. In the comparison of the statements above, it can be concluded that teachers at SMA 4 have succeeded in implementing the 4C aspect in the English teaching and learning process, this can be seen from the students' interest in trying to add to their vocabulary to communicate in English.



## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

After expose findings and discussion in chap before, researcher waste conclusion and give some related suggestions solution of EFL Teachers' Professional Competence in English Instruction at SMA Negeri 4 Banda Aceh. Based on research conducted towards teachers of SMA Negeri 4 Banda Aceh.

#### **5.1 Conclusion**

This study conclude that teachers at SMA Negeri 4 Banda Aceh improve competence his professionalism with diverse way, like, using approach, approach the that is student oriented approach, Think Pear Share models, Jigsaw models, and Discover Learning. Then use method. Such as Physical Response, audio visual method, the implementation jumble word method. Next application of learning strategies such as approach strategies, communication strategies and Discover learning. Finally the teacher applies the Steps terrific learning in curriculum.

On the other hand teachers are also researchers find in result interview that join the webinar for increase competency professional, though there are also some teachers who don't follow activity the. In the teaching process the teacher also uses technology digital based such as AR and VR which helps in the field of listening, teachers also apply aspects development 21st century 4CI.

## **5.2 Suggestions**

Based on findings research and conclusions research, researcher propose some suggestions for language teachers English, School, and more appropriate researcher.

### **1. English Teacher**

- a. Occasional teacher must do the learning process teach in nature open , so students no fed up in follow lessons and teachers can too connect natural with Theory learning for students more interested with lesson .
- b. Teacher must more creative and innovative again in designing learning media so that interest and enthusiasm student more spurred in follow their learning and skills the more honed.
- c. If feel difficulty in convey material, provide training, monitoring, and then search way more exactly what is possible student more easy understand the material conveyed.

### **2. School**

Researcher hope that school as provider the necessary facilities and infrastructure in the learning process teach could improved Again, to make it easier for teachers and students in follow lessons, school must support and motivate teachers in apply aspects that are applied by the teacher to improve participant skills educate. After that school occasionally must holding seminars or training for teachers, who aim increase profession power student.

### 3. Other Researchers

Researcher hope for other researchers wish or interested for do study similar, yes give contribution for understand learning strategies in English lessons. Besides it, we hope study this could give inspiration and guidance for other researchers for more be careful heart in do research, so study Becomes more.

### 5.3 Documentation





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## APPENDIX I

### RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah	: SMAN 4 Banda Aceh
Mata pelajaran	: Bahasa Inggris
Materi Pokok	: Memberikan contoh
Kelas/Semester	: XI/2
Alokasi Waktu	: 10 x 45 menit (5 pertemuan)

#### **Tujuan Pembelajaran**

Peserta didik terampil memberi dan meminta informasi terkait pemberian contoh sesuai dengan konteks penggunaannya.

#### **Kompetensi Inti (KI)**

- KI 1 :** Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 :** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 :** Mengolah, menalar, dan menyaji, dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.



### Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan)	Mengidentifikasi informasi detail berdasarkan dialog yang didengarnya.  Menganalisis frasa untuk memberi contoh serta contoh yang dijelaskan.
Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Membuat dialog untuk menjelaskan contoh-contoh.  Membuat monolog menggunakan frasa <i>for example, for instance</i> , atau <i>such as</i> sesuai dengan konteks yang diberikan.

**Metode:** Diskusi, tanya-jawab, bermain peran

### Materi Pembelajaran

#### Fungsi Sosial

Memberikan penjelasan/memperjelas informasi.

#### Struktur Teks

Memulai

Menanggapi (diharapkan/di luar dugaan)

#### Unsur Kebahasaan

Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.

## **Kegiatan Pembelajaran**

### **Pertemuan Pertama (2 JP)**

#### **Indikator:**

Mengidentifikasi informasi detail berdasarkan dialog yang didengarnya.

Menganalisis frasa untuk memberi contoh serta contoh yang dijelaskan.

#### **Kegiatan Pendahuluan**

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran ungkapan memberi dan meminta informasi terkait pemberian contoh.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

Mengidentifikasi antonim kata.

#### **Kegiatan Inti**

Mendengarkan monolog kemudian mengidentifikasi gambar yang berkaitan dengan monolog tersebut.

Membaca teks pendek kemudian mengidentifikasi frasa untuk menyampaikan contoh.

#### **Kegiatan Penutup**

Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

### **Pertemuan Kedua (2 JP)**

#### **Indikator:**

Membuat dialog untuk menjelaskan contoh-contoh.

Membuat monolog menggunakan frasa *for example, for instance*, atau *such as* sesuai dengan konteks yang diberikan.

#### **Kegiatan Pendahuluan**

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran ungkapan memberi dan meminta informasi terkait pemberian contoh.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### **Kegiatan Inti**

Berdiskusi secara berkelompok mengenai fungsi ungkapan memberikan contoh, ungkapan yang digunakan untuk memberikan contoh, serta tanda baca yang tepat.

Mepresentasikan hasil diskusi kelompok di depan kelas.

Mempelajari cara memberikan contoh.

#### **Kegiatan Penutup**

Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

### **Pertemuan Ketiga (2 JP)**

#### **Indikator:**

Menganalisis frasa untuk memberi contoh serta contoh yang dijelaskan.

#### **Kegiatan Pendahuluan**

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran ungkapan memberi dan meminta informasi terkait pemberian contoh.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### **Kegiatan Inti**

Membuat diaog pendek yang berisi ungkapan memberikan contoh.

Menganalisa kalimat yang menggunakan frasa untuk memberikan contoh.

Berdiskusi mengenai topik memberikan contoh yang tepat.

#### **Kegiatan Penutup**

Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

## **Pertemuan Keempat (2 JP)**

### **Indikator:**

Menganalisis frasa untuk memberi contoh serta contoh yang dijelaskan.

### **Kegiatan Pendahuluan**

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran ungkapan memberi dan meminta informasi terkait pemberian contoh.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

### **Kegiatan Inti**

Mempelajari *setting a good example*.

Membaca teks kemudian menjawab pertanyaan berdasarkan informasi yang ada pada teks tersebut.

### **Kegiatan Penutup**

Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

## **Pertemuan Kelima (2 JP)**

### **Indikator:**

Membuat monolog menggunakan frasa *for example, for instance*, atau *such as* sesuai dengan konteks yang diberikan.

### **Kegiatan Pendahuluan**

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran ungkapan memberi dan meminta informasi terkait pemberian contoh.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

### **Kegiatan Inti**

Membuat monolog berdasarkan situasi yang ditentukan.

Berdiskusi untuk menyimpulkan materi mengenai memberikan contoh.

Mempresentasikan hasil diskusi kelompok di depan kelas.

### **Kegiatan Penutup**

Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

### **Teknik penilaian**

Tes lisan (Activities 2, 4, 5, 9)

Tertulis (Activities 1, 3, 6, 8, 10, 11)

Penugasan (Activities 7, 12)

Unjuk Kerja (Activity 13)

Rubrik terlampir.

**Media/alat, Bahan, dan Sumber Belajar**

1. Media/alat : Laptop/komputer, LCD, Video
2. Bahan : PPT
3. Sumber Belajar : Buku Pathway to English – Penerbit Erlangga Kelas XI  
SMA/MA/SMK/MAK

Mengetahui:  
Kepala Sekolah

Banda Aceh, 3 Agustus 2023  
Guru Mata Pelajaran

Drs. Muzakkir M.Pd  
NIP: 196812311995121006

Liza Dwina S.Ag  
NIP: I97403142006042002

## APPENDIX II

### RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah: SMAN 4 B. Aceh

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Membuat janji atau reservasi melalui telepon

Kelas/Semester : XI/2

Alokasi Waktu : 12 x 45 menit (6 pertemuan)

Tujuan Pembelajaran

Peserta didik terampil berinteraksi transaksional secara lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi sesuai dengan konteks penggunaannya.

Kompetensi Inti (KI)

KI : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya



tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar dan Indikator

Kompetensi Dasar

Indikator

Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya.

Menyusun dialog berdasarkan audio yang didengar.

Melengkapi dialog rumpang dengan ungkapan yang sesuai dengan konteksnya.

Mengidentifikasi ungkapan-ungkapan yang digunakan ketika membuat janji dan reservasi.

Berdialog bersama teman untuk membuat janji dan reservasi.

Menjawab pertanyaan berdasarkan dialog.

Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan

reservasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Memparafrase ungkapan percakapan menggunakan telepon.

Membuat dialog dalam bertelepon berdasarkan situasi yang diberikan.

Metode: Diskusi, tanya-jawab, bermain peran

Materi Pembelajaran

Fungsi Sosial

Menjaga keharmonisan komunikasi antara penyedia jasa dan pelanggan untuk saling menguntungkan.

Struktur Teks

Memulai

Menanggapi (diharapkan/di luar dugaan)

Unsur Kebahasaan

Ungkapan baku yang lazim digunakan.

Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.

Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, tulisan tangan.

Kegiatan Pembelajaran

Pertemuan Pertama: (2 JP)

Indikator:

3.6.1 Menyusun dialog berdasarkan audio yang didengar.

Melengkapi dialog rumpang dengan ungkapan yang sesuai dengan konteksnya.

Berdialog bersama teman untuk membuat janji dan reservasi.

#### Kegiatan Pendahuluan

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

Berdiskusi bersama untuk mengidentifikasi ungkapan-ungkapan apa saja yang biasa digunakan ketika menelepon.

#### Kegiatan Inti

Mendengarkan dialog percakapan telepon kemudian menyusun percakapan acak sesuai dengan dialog yang didengarkan.

Mendengarkan percakapan dialog telepon kemudian melengkapi dialog rumpang dengan ungkapan yang didengarkan.

Berlatih berdialog dalam bertelepon dengan teman.

#### Kegiatan Penutup

Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan Kedua: (2 JP)

Indikator:

Mengidentifikasi ungkapan-ungkapan yang digunakan ketika membuat janji dan reservasi.

Kegiatan Pendahuluan

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

Kegiatan Inti

Mengidentifikasi ungkapan-ungkapan yang digunakan untuk membuat janji/reservasi.

Membaca dialog kemudian mempelajari ungkapan ketika menelepon.

Berdiskusi bersama teman dan guru mengenai bagaimana cara membuat janji melalui telepon.

Kegiatan Penutup

Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of

you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

#### Pertemuan Ketiga (2 JP)

Indikator:

Melengkapi dialog rumpang dengan ungkapan yang tepat sesuai dengan konteksnya.

Mengidentifikasi ungkapan-ungkapan yang digunakan ketika membuat janji dan reservasi.

#### Kegiatan Pendahuluan

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### Kegiatan Inti

Mempelajari etika dalam bertelepon.

Membuat langkah-langkah yang baik untuk menelepon.

Mempelajari ungkapan-ungkapan untuk memulai percakapan, merespon percakapan, dan membuat janji di telepon.

Melengkapi kalimat rumpang dengan ungkapan yang tepat.

Melengkapi dialog rumpang dengan frasa yang tepat.

#### Kegiatan Penutup

Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

#### Pertemuan Keempat (2 JP)

##### Indikator:

Mengidentifikasi ungkapan-ungkapan yang digunakan ketika membuat janji dan reservasi.

Berdialog bersama teman untuk membuat janji dan reservasi.

#### Kegiatan Pendahuluan

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

### Kegiatan Inti

Mendengarkan dialog percakapan telepon kemudian berlatih mengulangi dialog tersebut.

Membaca dialog percakapan kemudian menjawab pertanyaan untuk mengidentifikasi informasi rinci yang ada pada dialog.

Mengidentifikasi ungkapan untuk memulai percakapan telepon, menerima telepon, dan membuat janji.

### Kegiatan Penutup

Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

### Pertemuan Kelima (2 JP)

#### Indikator:

Mengidentifikasi ungkapan-ungkapan yang digunakan ketika membuat janji dan reservasi.

### Kegiatan Pendahuluan

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### Kegiatan Inti

Mendengarkan rekaman mesin penjawab telepon kemudian mengidentifikasi frasa, kalimat, serta kalimat imperatif yang terdapat pada pesan tersebut.

Membuat dialog percakapan di telepon sesuai dengan situasi yang diberikan.

#### Kegiatan Penutup

Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Meminta siswa untuk mencari teks yang berisi percakapan telepon.

#### Pertemuan Keenam (2 JP)

##### Indikator:

Mengidentifikasi ungkapan-ungkapan yang digunakan ketika membuat janji dan reservasi.

Memparafrase ungkapan percakapan menggunakan telepon.

Membuat dialog dalam bertelepon berdasarkan situasi yang diberikan.



### Kegiatan Pendahuluan

Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

### Kegiatan Inti

Mengidentifikasi isi pesan yang ada pada teks bertelepon yang sudah dibawa siswa.

Mengidentifikasi frasa, kalimat, serta kalimat imperatif yang digunakan pada teks telepon tersebut.

Memparafrase ungkapan yang digunakan ketika bertelepon.

Membuat dialog percakapan di telepon dengan teman sesuai dengan situasi yang diberikan.

### Kegiatan Penutup

Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

Menyimpulkan apa yang dipelajari hari ini.

Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

### Teknik penilaian

Tes lisan (Activities 7, 8, )

Tertulis (Activities 1, 2, 3, 5, 11, 12, 17, 18, 21, 27)

Penugasan (Activities 9, 10, 20, 22, 23, 24 )

Unjuk Kerja (Activities 4, 6, 16, 19, 25, 26)

Portofolio (Activity 28)

Rubrik terlampir.

Media/alat, Bahan, dan Sumber Belajar

1. Media/alat : Laptop/komputer, LCD, Video
2. Bahan : PPT
3. Sumber Belajar : Buku Pathway to English – Penerbit Erlangga Kelas XI  
SMA/MA/SMK/MAK

**APPENDIX III**  
**CURRICULUM VITAE**  
**DATA DIRI**

Nama : Halimatussa'diah

Tempat/tanggal Lahir : Lhoksukon, 06 April 1970

Status Perkawinan : Kawin

Jenis Kelamin : Perempuan

Tinggi Badan : 150 cm

Agama : Islam

Alamat Tinggal : Jalan Peurada 1 lorong seulanga Timur no 4 Banda Aceh

No HP : 085276554000

Email : halimah0670@gmail.com

**RIWAYAT PENDIDIKAN**

SDN 4 Cotgirek Aceh Utara (1976 – 1982)

MTsN Banda Aceh 1 (1982 – 1985)

MAN Banda Aceh (1985 – 1988)

Tarbiyah Bahasa Inggris IAIN Ar-Raniry (1988 – 1994)

**PENGALAMAN KERJA**

Juni 2003- November 2004 : Guru Bantu Pusat di SMAN 1 Meulaboh

April 2005 – Desember 2012 : Mengajar mata pelajaran Bahasa Inggris di  
 SMAN 1 Meulaboh sekaligus walikelas

Januari 2013 – Desember 2014 : Mengajar sekaligus Wakil Humas

Januari 2014 – Agustus 2018 : Mengajar sekaligus Waka Kesiswaan

1 September 2018 – 4 Februari 2019 : Menjabat Plt Kepala Sekolah di SMAN 1

Meulaboh selama 6 bulan

6 Februari 2019 s.d 18 Agustus 2021 : Guru sekaligus Waka kesiswaan /Waka

Humas

24 Agustus 2021 s.d sekarang : Guru Bahasa Inggris di SMAN 4 Banda

Aceh dengan status Nota Dinas

18 Juli 2022 s.d sekarang : Guru tetap di SMAN 4 Banda Aceh



### **AUTOBIOGRAPHY**

Musfiana born on July 25<sup>th</sup>, 1995 in Lamteuba village, Aceh Besar, Aceh, Indonesia. Her father, Zainal Bakri AR is fish seller and her mother Misrati is a housewife. She is the first child of three children in 'she is family. She has one brothers' and one sisters' they are Muhammad Aidul Rizki, Yenni Eliza. Musfiana completed her Elementary school at SDN 2 Lamteuba, She graduated in 2007 then she joined Junior High School at SMP Plus Al- Athiyah Tahfidz Qur'an she graduated in 2010, she continued her study in MAS Darul Aman She finished her study in 2013. Then, she continued her first degree (S1) in 2018 at Universitas Bina Bangsa Getsempena Banda Aceh, particularly at English Education Department and she finished the recruitment for the degree of Sarjana Pendidikan (S1) in 2023

KEPUTUSAN  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
NOMOR: 3005/131013/F1/SK/X/2022

Tentang  
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.  
b. Bahwa untuk keperluan tersebut perlu ditunjuk Dosen Pembimbing Skripsi dan ditetapkan dengan surat keputusan.
- Mengingat : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulisan Akhir Mahasiswa.  
b. Rapat standar bimbingan Skripsi Universitas Bina Bangsa Getsempena Tanggal 19 April 2021.  
c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada Universitas Bina Bangsa Getsempena tahun 2010.  
d. Hasil Seminar Proposal Skripsi tanggal 04 October 2022 pada Program Studi S1 Pendidikan Bahasa Inggris

MEMUTUSKAN

- Menetapkan :  
Pertama : Menunjuk Saudara/i :  
Mulyani, M.Pd, M.TESOL Sebagai Pembimbing I  
Dr. Sariakin, M.Pd Sebagai Pembimbing II

Untuk membimbing skripsi mahasiswa

Nama/NIM : Musfiana / 1811060042  
Program Studi : S1 Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of EFL Teachers' Profesional Competence In Hybrid Learning At SMA 4 Banda Aceh

- Kedua : Dengan Ketentuan:  
1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 Bulan terhitung sejak Surat Keputusan ini dikeluarkan.  
2. Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan.  
3. Surat Keputusan ini akan diperbaiki kembali sebagaimana mestinya, jika dalam penetapan ini terdapat kekeliruan.

Ditetapkan di : Banda Aceh  
Pada Tanggal : Rabu, 12 Oktober 2022  
Dekan FKIP,

  
**Dr. Mardhatillah, M.Pd**  
NIDN: 1312049101

TEMBUSAN:

1. Ketua Program Studi
2. Yang bersangkutan
3. Arsip



**PEMERINTAH ACEH  
DINAS PENDIDIKAN  
SMAN 4 BANDA ACEH**

Jalan Panglima Nyak Makam No 19 Kota Baru-Banda Aceh  
Laman: [sman4bna.sch.id](http://sman4bna.sch.id), Post-El: [sman4bna@yahoo.com](mailto:sman4bna@yahoo.com)  
Telp/Fax . 0651-7555689 Kode Pos : 23125

Banda Aceh, 30 Januari 2023

Nomor : 070 / 074 / 2023  
Lamp : -  
Hal : Telah Mengumpulkan Data

Kepada Yth,  
Dekan Fakultas Keguruan dan  
Ilmu Pendidikan Universitas  
Bina Getsempena  
di

Banda Aceh

Dengan hormat, sehubungan dengan surat dari Dinas Pendidikan Aceh , Nomor : 421 / 3190/ /2023 Tanggal 17 November 2023 perihal izin penelitian, maka bersama ini Kepala SMA Negeri 4 Banda Aceh, menerangkan bahwa :

Nama : Musfiana  
NIM : 1811060042  
Program Studi : S1 Pendidikan Bahasa Inggris

Yang tersebut namanya di atas telah mengumpulkan data pada SMA Negeri 4 Banda Aceh pada tanggal 25 Desember s/d 29 Desember 2022 , dengan Judul " An Analysis of EFL Teachers Profesional Comperence in English Instruction "

Demikian surat ini kami buat agar dapat dipergunakan seperlunya.







PEMERINTAH ACEH  
DINAS PENDIDIKAN  
**CABANG DINAS WILAYAH KOTA BANDA ACEH  
DAN KABUPATEN ACEH BESAR**

Alamat: Jalan Geuchik H. Abd. Jalil No. 1 Gampong Lamlagang, Kec. Banda Raya, Kota Banda Aceh KodePos: 23239  
Telepon: (0651) 7559512, Faksimile: (0651) 7559513 7559513, E-mail : [cabang.disdik1@gmail.com](mailto:cabang.disdik1@gmail.com)

**REKOMENDASI**

Nomor: 421/379

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada :

Nama : Musfiana  
NIM : 1811060042  
Program Studi : S1 Pendidikan Bahasa Inggris  
Judul : *An Analysis of EFL Teacher's Profesional Competence In English Instruction*

Untuk melakukan mengumpulkan Data dalam rangka penulisan Skripsi di SMA Negeri 4 Banda Aceh, sesuai surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Bina Bangsa Getsempena Nomor : 3405/131013/F1/PN/XI/2022, tanggal 14 November 2022.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 16 November 2022  
KEPALA CABANG DINAS PENDIDIKAN  
WILAYAH KOTA BANDA ACEH DAN  
KABUPATEN ACEH BESAR,



**SYARWAN JONI, S.Pd., M.Pd**

Pembina Tingkat I

NIP. 19730505 199803 1 008



Nomor : 3405/131013/F1/PN/XI/2022  
Lampiran : -  
Hal : *Izin Melaksanakan Penelitian Skripsi*

Kepada Yth,  
Kepala Cabang Dinas Pendidikan Kota Banda Aceh dan Kab. Aceh Besar  
Di\_  
Tempat

Dengan hormat,

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) mengharapkan bantuan Bapak/Ibu agar sudi kiranya memberi izin kepada yang namanya tersebut di bawah ini :

Nama : Musfiana  
NIM : 1811060042  
Program Studi : S1 Pendidikan Bahasa Inggris

Untuk mengumpulkan data-data di *SMA Negeri 4 Banda Aceh* dalam rangka penyusunan skripsi yang berjudul :

*“An Analysis of EFL Teachers' Profesional Competence In English Instruction At SMA 4 Banda Aceh”.*

Atas pemberian izin dan bantuan Bapak/Ibu kami ucapkan terimakasih.

Banda Aceh, 14 November 2022  
Dekan FKIP,



**Dr. Mardhatillah, M.Pd**  
NIDN: 1312049101

Tembusan:

1. Yang bersangkutan
2. Arsip