**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents the some theories of related literature and previous study.

1. **Theories of Related Literature**

In the theory of related literature, it presents some theory that appropriate with the topic discussion such as English as foreign language teacher, and professional development.

1. **English as Foreign Language Teacher**

Theory is very important to make both teaching and learning more effective. By having theory teachers can monitor and control their teaching. It is also help them to know how to teach and handle teaching in the classroom, what method will be used, how to conduct interaction with the students how to evaluate their teaching.

Most of the world’s English teachers are not native speakers of English, and it is not necessary to have a native like command of a language in order to teach it well (Canagarajah 1999). Teacher make important role especially professional English teacher in teaching EFL because everything that teacher do in term of teaching and learning process will give affect toward students. Professional teacher is also influence to make teaching EFL successful so that the students can be motivated or unmotivated, interesting or uninteresting or event diligent or not diligent. Therefore, professional teachers take a crucial part in teaching and learning process.

In the other side, there are some teachers they still startup their career in the teaching, commonly it is called Novice teachers. They just begin in teaching that increasing their career through certification to become a professional teacher.

1. **Skill and Competence of English Teachers**

English is a foreign language. To teach it in a satisfactory manner good teacher of English is required. It must also be remembered that all good teachers can not teach English in good manner at all stage. Teaching is not easy job especially in teaching English, but it is necessary one, and can be vary rewarding hen we se our student’s progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult at times, but it is also worth remembering that the best teaching can also enjoyable for students.

There are some qualities for become a good teacher of English in every level of teaching, such us: He/she must be lover in English, he/she must have sound knowledge of English language as well as literature, they must know different methods of teaching English, they have an ability and skill to teach methodically and systematically. The teacher also must be able to pronounce English responsible correctly, they have ability to speak English correctly, he/she must know the techniques of writing, and also he must know an ability to understand the student his students, He must have an ability to identify the mistakes of his students, the teacher also must have an ability of thinking power, and they must have the knowledge of different types of activities and how to organize all activities. (Patel, 2008:145-147)

1. **Teacher in Teaching English**

Harmer (2007;23) states “When teacher walk into a lesson, students get an idea of who teachers are as a result of what teachers look like (how the teacher dress, how the teacher present his/herself) and the way the teacher behave and react to what going on”. Students are consciously or unconsciously take notes of whether teachers are always the same or not depend on what is happening at a particular point in the lesson. One of the things, perhaps, profession as teacher is different from others. Teacher becomes different people when they are in front of a class it is will be different when they are at home or a party. Based on Harmer’s theory about teacher in class, it is divided into some points, those are:

1. Personality

Actually, every teacher has unique personality that it makes him/her different from other. Personality of every teacher can give effect of teaching and learning process because from the personality the students can see how the teacher is. Harmer (2007: 24), states as follows:

Effective teacher is a blend between who teachers really are, and who teachers are as teachers. In other words, teaching is much more than just ‘being his/herself’, how ever much some students want to see the real person. Teachers have to be able to present a professional face to the student which both interesting and effective. Teacher need ask to him/herself what kind of personality teacher want the student to encounter, and decisions teacher take before and during lesson should help to demonstrate that personality. Teaching is not acting, after all-but teacher do need to think carefully about how teacher appear.

Therefore, as teacher cannot be flippant to present who the teacher are involved the way of the teacher’s clothing and the teacher do, because it will be make effect in their selves.

1. Adaptability

Although the teacher prepared well before teaching, sometime unexpected events occur in the teaching and learning.

When unexpected events happen in lessons and part of a teacher’s skill is decided what the response should be when they do. Good teacher are able to absorb the unexpected and to use it to their and the students’ advantage. Or teacher have take a decision to continue what teacher are doing despite the interruption to the way teacher imagined things were going to proceed (Harmer, 2007:24)

Good teachers have to know what will be done to make teaching and learning process run well although there is unexpected event happen. The teacher should prepare about other activity to continue teaching learning

1. Teacher Roles

The important thing in it that teacher role is substitute one of factor that can influence the process of teaching and learning effective or not. Related to the teacher role in teaching, it depends on what students are doing. The important point is that the teacher acts as controller, assessors, a resource and tutor. Harmer (2007:25) explains as follows:

As a controller, standing at the front of the class, dictating everything and being the focus on the attention. Being controller may work for grammar or other but it is less active for activities where students are working together cooperatively on project. As assessors means telling students how well the students have done or giving grades. Teacher also has function as a resource for language information and when students need consult to the teacher, at times, as a language tutor that is an advisor who response to what student is doing and advises the students on what to do next.

1. **Methods in Language Teaching**

The following is discussed about some methods which have been used in Teaching English as Foreign Language (TEFL), there are as follows:

1. The Grammar Translation Method

Richard and Rodgers (2001:5) state that “Grammar Translation is a way of studying of language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and text into and out of the target language”. In addition Freeman (1986:1) also explained that “The method used for the purpose of helping students read and appreciate foreign language literature. It is also hoped that, through the study of the grammar, the students would become familiar with the grammar of native language, and help them to speak and write native language better”.

When the teacher teaches students with Grammar translation method the students will become familiar in reading habit, and also familiar to translating the English text. It is effective to students to memorize the vocabulary that they have from the text.

Proter and Celce-Murcia (1979:3) cited in Browns (1994:53) listed the major characteristics of Grammar Translation, as follows:

1. Classes are though in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
7. Little or no attention is given to pronunciation.
8. Direct Method

Sauveur (1826-1907) and other believers argue that “A foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly trough demonstration and action.” In direct method, there is no translation activity is allowed. In speaking and teaching vocabulary, the teacher replaced the textbook by using role play, simulation, demonstration and some time with the picture.

 According to Franke cited in Richard and Rogers (2001:11) states that a language could best ne taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom.

Richard and Rogers (1986:9-10) in Brown (1994:55-56) summarize the principle of the direct method, that is; a) classroom interaction as conducted exclusively in the target language, b) only everyday vocabulary and sentences were taught, c) oral communication skills were built up in carefully, traded progression organized around question and answer exchange between teacher and students in small, intensive class, d) Grammar was taught inductively, e) both speech and listening comprehension were taught.

1. The Audio-Lingual Method

Freeman (2000:35) reveals in the Audio-Lingual Method, like the direct Method we have just examined, is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns.

The characteristics of the ALM may be summed up in the following list (adapted from Prator and Celce-Murcia, 1979 in Brown (1994:57);

1. New material is presented in dialog form
2. There is dependent in mimicry, memorization of set phrases, and overlearning.
3. Structure patterns are taught using repetitive drills.
4. There is little or no grammatical explanation.
5. Vocabulary is strictly limited and learned in context.
6. There is much use of tapes, language labs, and visual aids.
7. Great importance is attached to pronunciation.
8. Successful responses are immediately reinforced.
9. The Silent Way

This is the one of method in language teaching that the teacher should less silent to make their student more active in teaching learning process. Richard and Rogers (2001:82) argue:

Silent Way takes a structural approach to the organization of language to be taught. The sentence is basic unit of teaching, and the teacher focuses on propositional meaning, rather than communicative value. Students are presented with the structural patterns of the target language and learn the grammar rules of the language through largely inductive processes.

1. Suggestopedia

Richard and Rogers (2001:100) say that suggestopedia have characteristics, such as the decoration, furniture, and arrangement of the classroom is most conspicuous. Other characteristics are in the classroom they use music and authoritative of the teacher in teaching learning. In addition, Freeman (2000:78-81) states that the principles of Desuggestopedia as follows:

The major Characteristics of the Desuggestopedia are learning is facilitated in a cheerful environment, students can learn from what is present, assuming a ne identity enhances students’ security and allow them to be more open, song are useful in the class, the teacher should integrate indirect positive suggestion, the teacher should explain and present the grammar and vocabulary but not full of them, fine art provides positive suggestions for students, one ay that meaning is made clear is through native language translation, communication take place on “two planes”: on one the linguistic massage is encoded; and the other are factors which influence in linguistics massage, a calm state, dramatization is a particularly valuable way of playful activating the material, the teacher should help the students activate the material to which they have been expose, music and movement reinforce the linguistic material, in an atmosphere of play, and errors are corrected gently, not in direct, confrontational manner.

1. Community Language Learning

In Community Language Learning, teachers have to consider their students as the “whole person’. Whole person means that the teachers consider not only their students’ intellect and feeling, but also have some understanding of the relationship among students’ physical reactions, instinctive protective reaction, and desire to learn. (Freeman 2000:89).

1. Total Physical Response

Richard and Rogers (2001: 73) gave definition that Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempt to teach language through physical (motor) activity. As cited in Richard and Rogers’ book, James Asher, a professor of psychology at San Jose State University, California,

In developing mental sense he sees successful adult second language learning as a parallel process to child first language acquisition. Asher claims that speech directed to young children consist primarily of commands, which children respond to physically before they begin to produce verbal responses he also feels that adults should recapitulate the processes by which children acquire their native language.

1. Communicative Language Teacher (CTL)

According to Richard and Rodgers (1986) reveals that “the aims of CTL are a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching the four language skills that acknowledge the independence of language and communication.

David Nunan (1991:279 cited in Brown 1994:78) offers five features to characterize CTL:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation. The provision of opportunities for learner to focus, not only on language, but also on the learning process itself.
3. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
4. An attempt to link classroom language learning with language activation outside the class.

## Professional Development

Professional development has been defined in various ways but the Department for Education and Skills (DfES) cited in Buss (2004:3), launching its strategy for professional development, calls it: “any activity that increases the skills, knowledge or understanding of teachers, and their effectiveness in schools” (DfES 2001a:3). In other case, Richards and Renandya (2002:389),” stated that professionalism means preparing oneself to do a competent job through learning. This learning may take the form of pre-service or in-service courses, reflection on experience, reading, observation, discussion with colleagues, writing, and doing research.

Hargreaves and Fullan (1992) as cited on Richards and Renandya (2002:385), said “the teacher is the ultimate key to educational change and school improvement.” In the curriculum, teacher is not simply implementing. They took a part in define and refine the curriculum. In making teaching and learning mare manageable for the learner, the teacher also interpreted and transformed the curriculum. In other word, it is what teachers think and do at the classroom level that eventually determines what learners learn in the classroom. Thus given the key role of the teachers in the classroom, it is imperative that professional growth become a top priority. Teachers should constantly develop not only their knowledge of the subject matter, but also their knowledge of pedagogy. (Richards & Renandya, 2002:385)

Pettis begins by saying that all teachers should embark on a lifelong journey of developing professional competence. She goes on to say that it is our professional responsibility to continuously undertake a wide range of activities to improve our teaching competence.

Reflecting on her personal journey to professional growth, she highlights three important areas. First, to be a true professional, teacher must constantly upgrade their knowledge and understanding of language and language learning. But she thinks that that is not enough. They should also develop theirs skills in translating this newly acquired knowledge in their teaching. Second, teachers’ professional interest and needs should change over time. As they progress in their careers, they should also seek out different professional development activities. For example, young teachers may initially be concerned with *what-to-teach* questions. But, as they gain more experience, they should be more concerned with the principle that underlie the various teaching, techniques and activities that they use. Finally, professional development requires a personal and ongoing commitment. Pittis suggests that we should make the many professional development activities (in-service courses, classroom research, seminar, etc.) our personal plan. Our professional deserves no less than our wholehearted to excellence.

## English Teacher as Professional

Professional teachers always mastered the material or subject matter to be taught in the teaching and learning interactions, as well as the ability to continually develop in a sustainable manner, both in terms of their knowledge and experience. While the teacher professionalism is the ability of teachers to carry out their main duty as educators and teachers includes the capability to plan, conduct, and carry out evaluation of learning.

According to Richard and Renandya (2002: 388), a someone who professional is not only involve skill and their knowledge, but also the exercise of highly sophisticated judgment, and whose accreditation necessitates extensive study, often university-based, as well as practical experience.

English teachers (certified and novice) as the pioneer of successful teaching have to have good competence to do the task of education. Basically changes in behavior can be demonstrated by learners should be influenced by educational background and experience possessed by a teacher. In other words, teachers have an influence on behavior change learners. A teacher affects the learning outcomes that can be demonstrated by the learners. Therefore, if someone wants to be a professional teacher should then he can always improve the knowledge and academic knowledge and practical through tiered or upgrading education and training with his colleagues.

In a fact, many excellent or professional teachers began as amateurs, and developed their professionalism over the course of time Therefore, they joined in the professional community of English teachers has developed means of consolidating relationships between its members and created opportunities for them to benefit from each other’s knowledge. It holds courses and conferences. Through the community English teacher can also exchange their idea and publish innovations like journal, newsletters, internet site, etc. Richard and Renandya (2002: 389).

In a major review of team teaching and academic achievement, Armstrong (1977) cited in Nunans’ book (1992:6), list the following five strengths of collaborative teaching approaches to pedagogy:

1. Team teaching permits team members to take advantage of individual teacher strength in planning for instruction and in working with learners.
2. Team teaching spurs creativity because teachers know they must teach for their colleagues as well as for their learners.
3. Team teaching facilitates individualized instruction because it is possible to provide learning environment involving close personal contact between teacher and learner.
4. Team teaching provides the better sequencing and pacing of increments of instruction because perceptions of individual teacher must be verified by at least one other team member.
5. Team teaching build programs abide. Specific teachers within a team do not.
6. **Teachers’ Professionalism Competence**

Richard and Renandya (2002:394) said that “Principles, knowledge, and skill are fundamentally integrated in the professionally competent teacher”. If the teachers to be professionally effective, they must ensure a balance in their expertise. To be knowledgeable and principled without the appropriate skills is a necessary to apply this knowledge is limiting. The knowledgeable teacher who is also skillful is a powerful educator.

Hersh (1983) in Ellis’ book (1986: 19-21) states that effective teacher and schools with respect to academic matter:

1. Are more effective at achieving a match between curriculum goals and day-to-day teaching.
2. Assign homework more often and follow through by evaluating it.
3. Keep students at task achieving more time for instruction
4. Utilities a variety of teaching strategies
5. Consistently monitor students progress
6. Provide opportunities for student responsibility.

With regard to social organizations, Hersh says effective teacher and schools’ characterize:

1. Articulate clearly their academic and social behavior goals.
2. Expect enforce order and discipline.
3. Hold high expectations of conduct and achievement from students.
4. Provide public rewards and incentives for academic success.
5. Are backed by administrators who provide leadership.
6. Are supported by the community.

Based on Standard Academic Qualification and Teacher Competence, there are four competences that teachers must have to become professional teachers, as follows:

1) Pedagogic Competence

Pedagogic competence is ability to manage learning which involves the ability to understand the learner, planning and implementing, evaluating, and developing the learner to actualized potential that they have.

2) Personal Competence

The task of teacher is not only to teach the students, transferring their knowledge, but also to improve the personal quality of their students. In standard of teacher it is explained that “Personal competence is the personal ability which is mature, steady, consistent and wise, have good behavior and can be a model for the students.”

3) Professional Competence

Professional competence is understand and be able to apply the base of education, theory of learning based on the grade of learner, method in learning, be able to develop and use the relevant equipment, media and source of learning, be able to organize and implement learning program, and apply the evaluation.

Alma (2009:141) also defines “professional competence is the ability in mastering widely and deep with appropriate method and technique in teaching”.

4). Social Competence

Social competence means the ability of teacher as part of society to communicate effectively with the learners, the other teachers, parents and school environment.” Social competence of teacher is the ability to prepare the learners to be good member of society and be able to educate and guide the society to face the future lives and also give good model to society. Therefore the teachers must have this competent as a model for their students.

1. **Previous Study**

This part presents previous study which related with the study that the researcher conducts.

1. A Study on Professional Teachers in Teaching English Foreign Language (EFL) at Ngunut Junior High School 01

Qurrotaa’yunin, (2013) conducted a research on how the professional teacher teach EFL at Ngunut Junior High School 01. The research describe and explore how do professional teachers plan EFL teaching and learning process, how do professional teacher do EFL teaching and learning process, how do professional teachers evaluate EFL teaching and learning process, and what are the personal and social characteristics of professional teachers in EFL teaching and learning process. The subjects of this study are the selected teachers who are considered professional from pedagogic, professional, social, and personal competence in teaching EFL.

 From the observation was conducted by the researcher, the result of the study was written that all of the selected teachers at SMPN 1 Ngunut plan their teaching by providing syllabus, lesson plan, and reading the material before teaching. In teaching they used various approaches, methods and media, beside that when unplanned thing happen they take appropriate decision to continuous their teaching by asking the students to do exercise. In that research also discussed about the characteristics of professional teacher in SMPN 1 Ngunut.

Based on previous study above the researcher try to conduct the study about professional teacher and try to find something new in the research about the efforts of the teachers in developing their professionalism in teaching English Foreign Language, that is haven’t conducted in previous study. Beside that, the researcher conducts a research with different subject from the previous study. The subject of this research is not the teachers of Junior High School level but the teacher of Senior High School. It is of course there are different significant because the level from two subject is really different and the ability in teaching English is also different.