

CHAPTER I

INTRODUCTION

This chapter presents a brief description of the whole content of this research. It consists of seven sections, including background, research question, research aim, scope of the research, significance of the research, clarification of terms, and organization of the research paper.

1.1 Background

Teacher competences play an important role in the quality and effectiveness of teaching and learning process for students because the competence of the teacher will contribute to the way the teacher performs in practice (Birman et al., as cited in Liakopoulou, 2011, p. 68) and will have a certain effect on student learning (Scheerens et al., as cited in Day & Gu, 2010, p. 178).

In Indonesia, according to Government Rule Number 19, 2005, there are four main competences that should be possessed by the teacher; one of those competences is known as professional competence. Relating to professional competence, Soepriyatna (2012, p. 46) stated that the teachers who possess adequate professional competence will explain the material confidently because they understand the concept and help their students when they have difficulties in understanding particular concepts. Thus, it is very necessary for the teachers to have sufficient professional competence.

In relation to this study, English teachers in junior high schools are also required to have adequate professional competence. However, in reality, the pre-test for professional teacher in Central Kalimantan, held by the Education Assurance Quality of Central Kalimantan showed that the ability of English teachers in junior high school, especially to comprehend the type of texts is still low (Luardini & Asi, 2014, p. 81). Thus, this indicates that there are still many English teachers in junior high school who lack the sufficient ability in understanding the subject matter which is one of the aspects of professional competence. Whereas, according to Coe, Aloisi, Higgins, and Major (2014, p. 2)

if the teachers' knowledge regarding the subject matter falls below a certain level, it will be a significant impediment to their students' learning. Considering this, it is important for the teacher to improve their professional competence.

With regard to the above fact, according to Ur (as cited in Richards & Renandya, 2010, p. 286) to improve their professional competence, teachers must constantly upgrade their knowledge and understanding of language and language learning. In relation to that, Richards and Farrell (2005, p. vii) suggested that one way that the teachers can do to upgrade their knowledge of the subject matter is to engage themselves in self-reflection and evaluation.

To follow Richards and Farrell's suggestion, investigating the text, in this case report text included in junior high school curriculum, composed by English teachers in junior high schools is crucial since it can be one of the ways that can facilitate English teachers in junior high schools to do self-reflection and evaluation as regards their understanding about the subject matter, that will lead them to the improvement of their subject matter content knowledge.

In relation to the text analysis of the report texts written by the teachers for this study, Systemic Functional Linguistics proposed by Halliday and Matthiessen (2004) is used. Through Systemic Functional Linguistics the text is analyzed to show the functional organization of its structure and to show what meaningful choices have been made, each one seen in the context of what might have been meant, as well as what have been meant but is not (Halliday & Matthiessen, 2004, p. 24).

Linking to the analysis of the texts, the somewhat similar study has also been conducted by Luardini and Asi (2014). In their study, they analyzed four narrative texts written by four English teachers at four private junior high schools in Palangka Raya by applying Systemic Functional Linguistics. This study revealed that in terms of linguistic structures, schematic structure and thematic structure, the texts written by four English teachers at four private junior high schools in Palangka Raya fulfilled the minimal criteria of a narrative text. Thus, the study implied that when the teacher can only show the minimum quality, it will also affect the students' achievement.

Reflecting on Luardini and Asi (2014), there is presumably a need for conducting more studies to investigate the texts written by English teachers in junior high school. It is hoped that understanding the report texts written by the English teachers might assist the teacher in improving their subject matter content knowledge, which is in this case about report texts.

Thus, this research aims at observing the teachers' professional competence by investigating the report texts written by English teachers in a junior high school in terms of schematic structures and linguistic features.

1.2 Research Questions

1. To what extent do the report texts written by English teachers fulfill the criteria of a report text in terms of their schematic structures and linguistic features?

1.3 Research Aims

Relevant to the research questions, this research is aimed to meet this purpose:

1. To observe the teachers' professional competence by investigating the report texts written by English teachers in a junior high school in terms of their schematic structures and linguistic features.

1.4 Scope of the Research

This research focuses on observing teachers' professional competence by analyzing report texts written by English teachers in a junior high school in terms of their schematic structures and linguistic features by using Systemic Functional Linguistic framework proposed by Halliday & Matthiessen (2004).

1.5 Significance of the Research

The research is significant theoretically and practically. Theoretically, the results of this research are expected to enrich the literature related to the text analysis by using Systemic Functional Linguistic framework. Practically, the results of the study are expected to facilitate the teachers to engage themselves in

Devi Yunitasari, 2016

MEASURING TEACHERS' PROFESSIONAL COMPETENCE: A SYSTEMIC FUNCTIONAL LINGUISTIC ANALYSIS IN TEACHERS' REPORT TEXTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

self-reflection and evaluation that will lead them to have an opportunity to update their knowledge and understanding about the subject matter, in this case about report text, thus hopefully, it will also lead to the improvement of the quality of their teaching.

In addition, the result of this research is also expected to help further researchers who are interested in investigating the schematic structure and linguistic features of the text by providing relevant information.

1.6 Clarification of Terms

To avoid misunderstanding, some terms related to this research have been clarified, as follows:

1. *Systemic Functional Linguistics* is an approach developed by Halliday and Matthiessen, which views language as a resource for making meaning used by the people to interact with each other within particular situational and cultural context (Eggins, 2004; Emilia, 2014; Imtihani, 2010; Jones & Lock, 2011).
2. *Report Text* is a type of text which aims to document, arrange and record the factual information of a particular topic. Report text classifies and describes phenomena in the world (Emilia, 2011, p. 87).
3. *Teacher Competence*, in language teaching context, it refers to “what the language teachers need to know and do to be effective classroom practitioners and language teaching professionals” (Richard, 2011, p. 1).
4. *Professional Competence* refers to teacher’s mastery and understanding regarding the subject matter as well as its structure and concept knowledge (Shulman, as cited in Tsui, 2009). This competence in Shulman’s term is also known as subject matter content knowledge.

1.7 Organization of the Research Paper

This research paper is organized in five chapters. Each chapter has some subtopics to help readers go to a more detail information about the topic under investigation. This research paper is organized as follows:

Chapter I. Introduction

This chapter discusses background of the research, research question, research aim, scope of the research, significance of the research, clarification of terms, and the organization of the research paper.

Chapter II. Literature Review

This chapter elaborates some theories related to this research, including Systemic Functional Linguistics, Mood System, Transitivity System, Theme system, the concept of genre, Report text, teacher competences, and review of the previous study

Chapter III. Research Methodology

This chapter presents the research site and participants, the research methodology, the data collection technique and the data analysis.

Chapter IV. Findings and Discussions

This chapter explains the result of the research. It includes the findings and discussions of the current research regarding the teachers' ability in writing report texts.

Chapter V. Conclusions and Suggestions

This chapter presents the conclusion of the research. Moreover, this chapter also includes the suggestion section, presenting some ideas for the development of the further research regarding the investigation of texts by using Systemic Functional Linguistic Analysis.

1.8 Concluding Remarks

This chapter has presented a brief description of the whole content of this research, including background, research question, research aim, scope of the research, significance of the research, clarification of terms, and organization of the research paper. In the following chapter, the literatures relevant to this research will be elaborated.