

**AN ANALYSIS OF PROFESSIONAL COMPETENCE OF ENGLISH
TEACHERS AT SMPN 4 SIAK HULU**

A THESIS

*Intended to Fulfill One of Requirements for the Awards of Sarjana Degree in
English Language Teaching and Education Faculty*



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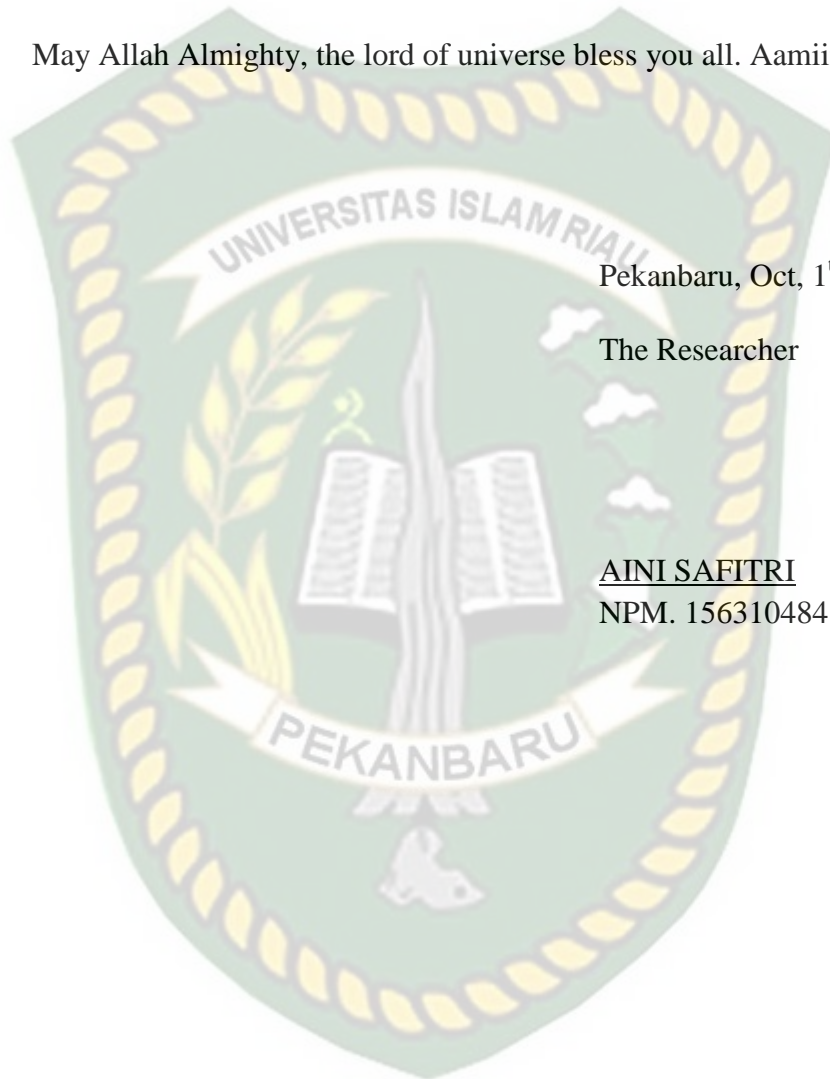
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ABSTRACT

Aini Safitri, 2019: An Analysis of Professional Competence of English Teachers at SMPN 4 Siak Hulu. Thesis Pekanbaru: English Language Education, Teacher Training and Education Faculty, Universitas Islam Riau.

Keywords: *Competency, Professional Competence*

Professional competence is the ability of professionals to be possessed teacher in the learning process are: control of materials, manage learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration know and understand the principles and interpret the results of educational research for teaching purposes. Indicators used to measure the level of professional competence includes understanding of the teaching materials appropriate curriculum, understand the concepts and linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials. Therefore, this research was conducted to analysis of professional competence of English teachers at SMPN 4 Siak Hulu.

Base on the variable of the research, it is descriptive qualitative, because it only dealt with one variable and the researcher only analysis of professional competence of English teachers. The population of this research was the English teacher at SMPN 4 Siak Hulu, the sample in this research was 6 English teachers. The data collection was carried out through questionnaire and interview. The questionnaire data was analyzed through SPSS 16 version while the interview was descriptive qualitative.

Based on questionnaire results of 6 English students at SMPN 4 Siak Hulu, the researcher find out the level professional competence. This research has five indicators of professional competence English teacher, but the researcher found one indicator that highest score, such as: first, Mastering the standards of competence and basic competencies of the subjects (32%). Based on the finding and discussion of the research, the researcher concluded that the English teacher at SMPN 4 Siak Hulu has comprehend the professional competency.

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENT	ii
ABSTRACT	v
TABLE OF CONTENT	vi
LIST OF TABLE	ix
LIST OF DIAGRAM	x
CHAPTER I INTRODUCTION	
1.1 Background of Problem	1
1.2 Identification of The Problem	3
1.3 Focus of Problem	4
1.4 Research Questions	5
1.5 Objective of The Research	5
1.6 Significance of The Research.....	5
1.7 Definition of The Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Relevance Theories	8
2.1.1 Definition of Teacher.....	9
2.1.2 Definition of Social Competence.....	10
2.1.3 Aspects of Social Competence	11
2.1.4 Characteristic of Teacher Social Competence	13
2.2 Relevance Studies	16

2.3 Conceptual Framework	17
2.4 Assumption	18

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design.....	19
3.2 Source of Data.....	20
3.3 Instrument of The Research.....	21
3.3.1 Questionnaire.....	21
3.3.2 Interview	23
3.4 Data Collection Technique.....	23
3.5 Data Analysis Technique	24

CHAPTER IV RESEARCH FINDING

4.1 Data Description.....	27
4.1.1 Questionnaires	27
4.1.2 Interview	29
4.2 Data Analysis	31
4.2.1 The Result of The Questionnaire about The Professional Competence of English Teachers at SMPN 4 Siak Hulu	32

CHAPTER V CONCLUSIONS, IMPLICATION AND SUGGESTIONS

5.1 Conclusions	42
5.2 Implication	42
5.3 Suggestions	43

REFERENCES44

APPENDICES46



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LIST OF THE TABLES

Table 3.1 Name English teacher of SMPN 4 Siak Hulu.....	20
Table 3.2 The Blue Print of Teacher Professional Competence.....	22
Table 3.3 Competence Creiteria	26
Table 3.4 Criteria of Professional Competence of English Teacher Based on Score on Percentage.....	26
Table 4.1 The Presentation of The Respondents' Score in Answer The Questionnaire.....	28
Table 4.2 Competence 13 by Head Master.....	33
Table 4.3 Competence 14 by Head Master.....	33
Table 4.4 Competence 13 by Vice PrincipaL.....	34
Table 4.5 Competence 14 by Vice Principal	35
Table 4.6 The Presentation of The Respondents' Score for Each Competence	36
Table 4.7 The Recapitulation of Questionnaire Answer	38
Table 4.8 The Recapitulation of Professional Competence English Teacher	40

LIST OF DIAGRAMS

Diagram 4.1 Percentage of All Competence	37
Diagram 4.2 Unfavorable	49



CHAPTER I

INTRODUCTION

1.1 Background of Problem

Teachers in carried out their duties as educators must have teacher competence because the main task of a teacher is not transferring knowledge to students but educated, directed, evaluated, and provided stimulus. So that the potential that exists can also determine by how to teach the teacher or in other words how students learn will determine by how the teacher teaches. The effectiveness of the learning process is determined by the teacher.

English teacher ought to have the option to act expertly, on the grounds that English isn't the usual language. English isn't same with indonesian language that is eassy see, so in showing English the teacher must be persistence. In any case, numerous English teachers have not the option to do that and become professional teacher yet, when in the teaching and learning process the teacher do not attempt new things or even build up the idea of syllabus, so the idea of syllabus is just center around one point. The effect is surely the capacity of an teacher will stay tedious and not create, it can make studetns immerse and will make most studetns not intriguing of the material.

English teachers should to have the option to contend and create capacity and abilities in teaching. An English teacher who have what it takes and capacities unquestionably affect how they beat the issues in the learning procedure and in light of the fact that an teacher without the aptitudes and capacity used ready to

channel teacher's information to understudy. In the event that it isn't direct to understudy, it can cause issues and effect in educating process. futhermore, in addition to aptitude and capacity, the experience of an English teacher is likewise powerful in the achievement of educating and learning. On the off chance that this experience is claim by English teacher, obviously, can be one of the include an incentive for the teeacher, even an teacher will not be hard to be an professional teacher.

There are several core competencies that should be by a teacher to become a professional teacher are pedagogical competence, personal competence, and social competence. All these competencies are a set of interrelate intelligences, which teachers can use to overcome all the problems face in performing he role of educator. If the teacher have master the competencies as a teacher, then the learning process will be carry out effectively and effeciently.

Professional is a job or activity carry out by someone and becomes a source of income for life that requires expertise, skills, or abilities that follow certain quality standards or norms and require professional education (UU No. 14 Year 2015 about Teacher and Lecturer). Professional profession is skill and authority in a particular position that requires certain competencies (knowledge, attitudes, and skills) specifically obtains from intensive academic education.

Therefore, the teaching profession was a special expertise and authority in the fields of education, teaching and training which is pursues to become a livelihood to meet the needs of life and work based on competence in education

and learning so that the work can carried out effectively and efficiently and successfully.

Base on phenomena above, it appears that lack of teacher professional competence on learning process. Therefore, a research on English especially in professional competence of teacher is necessary. This research entitle “**An Analysis of Professional Competence of English Teachers at SMPN 4 Siak Hulu**”

1.2 Identification of The Problem

The researchers identify some of problems in teacher professional competence. First, the teacher lion's share of encouraging strategies in the learning procedure less shifted. Learning technique are changed can help bolster the inventiveness of students and understudy accomplishment builds, the teacher can execute teacher strategies that cultivate understudy inspiration to learn, and can oblige the learning styles of students by actualizing dynamic learning, imaginative, innovative, powerful and fun.

Second, there are teacher who are unfit to build up their very own prospective. Here the teachers simply center around one reference just, when the learning procedure of the teachers don't attempt new things even create from prospective idea. The effect of a teachers capacity to stay dull and don't develop, it can make students exhaust and will take advantage of the students don't care for the material be educate.

Third, most of teachers still have not have the option to create learning media. Learning media are instruments, strategies and procedures utilize so as to further streamline the correspondence and association among teachers and students in the learning procedure. As a rule, when an educator show understudies in the class, there's additionally the usage of instructing procedures that are not good, isn't be exploit devices and learning assets ideally. The learning procedure ends up focus in the teachers. So, the teacher is as yet thinking about the main significant wellspring of information. Such learning procedure is unquestionably less alluring to students on the grounds that the main spot it as an item, not as a subject who has any inclusion in the learning procedure. The utilization of the vehicle of guidance at the season of the learning procedure in the study hall to improve student advantage and consideration in following the learning procedure is continuous.

Fourth, professional competence shared by most teachers still not exactly ideal. Not exactly ideal expert ability of an educator is positively has effect during the time spent teaching and learning. An expert teacher is required to ace the material, the standard fitness and essential capabilities of English subject and can give a compelling learning condition and inventive.

1.3 Focus of Problem

Competencies is should be possess by an teacher as indicate by permendiknas no. 19 Th 2005 on National Education Standards, to be pedagogic competence, personal competence, social competence, professional competence.

Be that as it may, in this research the researcher simply center around analyzing the professional competence of English teacher at SMPN 4 Siak Hulu.

1.4 The Research Questions

Based on the limitation of the problem above, the research question of this research as follows: How is the level professional competences of English teacher at SMPN 4 Siak Hulu?

1.5 Objective of The Research

The objective of the research is to find out the English teacher's level professional competence at SMPN 4 Siak Hulu.

1.6 Significance of The Research

The researcher conducted this research in order to give good contributions as follows:

1. The teacher can apply professional competence inside and outside the school environment.
2. For schools can determine the condition of professional competence of teachers on English teaching and learning interactions that take place as well as the constraints face in developing the professional competence of English teachers.

1.7 Definition of The Key Terms

The research is titled “**An Analysis of Professional Competence of English Teachers at SMPN 4 Siak Hulu**”. To avoid misunderstanding and misinterpretation of the terms used, the researcher defines the used as follows:

1. **Analysis** is to study something by examining its parts and their relationship (Oxford Dictionary: 1989:37). In this research, analysis means an analysis of the used and happy social competence by teachers.
2. **Professional** is someone who do the job base on skills, abilities and special skills in the field of work. According to Aulia Wilda Isro (2013) “Professional is the work or activities undertaken by a person to be a source of income of life that requires expertise, skills, or skills that meet standard of education quality.”
3. **Teacher** is a post or a profession that requires special expertise. (Source <https://www.informasi-pendidikan.com/2013/07/pengertian-dan-definisi-guru.html>). In this research, teacher is teaching staff must have social competence.
4. **Competence** is descriptive of qualitative nature or teacher behaviors appear to be entirely meaningful (Usman, 2005). In this research, competence is a skill or ability to be possessed by the teachers.
5. **Professional competence** is one of the competencies require of teachers in performing their duties profession. Danil (2009) “Professional Competence that is the ability mastery of learning materials in depth and have a variety of expertise in the field of

education.” Professional teachers are who have the require competencies to perform educational and teaching tasks.



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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

Competence can be interpreted as effective behaviors related to exploration and investigation, analyzing and thinking, and giving attention, and directing someone to find ways to achieve certain goals effectively and efficiently (Mulyasa, 2007). In addition, (UU Republik Indonesia No.14 year 2005) about Teachers and Lecturers states that competence is a set of knowledge, skills and behaviors that are owned, internalized, and mastered by teachers or lecturers in carrying out their professional duties. Nurdin & Bakar (2011) states competence as a rational behavior to achieve the required goals in accordance with the conditions required.

According to Hall and Jones in Syaiful Sagala (2013) said that competence is a statement that describes the appearance of a certain ability in a rounded manner which is a combination of knowledge and abilities that can be observed and measured. Whereas according to Johnson, competence is a rational behavior in order to achieve the required goals in accordance with the expected conditions. Competence is a fusion of knowledge (thinking power), attitude (heart power), and skills (physical power) which are manifested in the form of actions. In other words, competence is a combination of mastery of knowledge, skills, values, and attitudes reflected in the habit of thinking and acting in carrying out their duties. It can also be said that competence is a combination of ability,

knowledge, skills, attitude, character, understanding, appreciation and expectations that underlies the characteristics of a person to demonstrate work in carrying out a task or job in order to achieve quality standards in real work.

Other definition by Nitin Virzani (2010) Competencies are basic characteristics of individuals that demonstrate ways of carrying on or thinking, which sums up over a wide scope of circumstances and persevere for significant lots of time. So, the point is competencies should be connecting to performance in the working environment and not what will be alluring to have. The least difficult model they give of relating competencies to performance is the examinations they direct with salespersons where they has the option to relate capabilities to deals execution. In other words, competence can be understood as skill or ability. Teacher competence is the ability of a teacher to carry out obligations responsibly and properly.

2.1.1 Definition of Teacher

A teacher is a person who helps others to knowledge, competences or values. Teacher is a designation for the office, position, and profession for someone who devotes himself in the field of education through pattern educational interaction, formal and systematic. UU No. 16 Year 2005 on Teachers and Lecturers (Article 1) states that: “The teacher is a professional education with the primary task of education, in primary education and secondary education”. The teacher is a figure of the greatest role in determining the quality of learning in an educational institution call school.

Teachers who understand their functions and duties are not only limit to the walls of the school, but also as a liaison between the school and the community. Therefore a teacher must have certain personal quality standards, which include responsibility, authority, and discipline according to Mulyasa (2007). Syaiful Sagala (2009) Teacher is a person who have authorize and responsible for the education of students, both individually and classically, both at school and outside of school. One of the qualities of education is influence by the teacher.

2.1.2 Definition of Professional Competence

Competencies identify with the aptitudes of teacher in the learning procedure are incorporate into the classification of professional competence. Professional competence is the curriculum of learning materials is wide and profound, covering dominance of educational plan substance and substance of logical subjects thoughtfully (Jamal, 2009). While Komara (Jamal : 2009:157) states that professional competence is the ability of managing the alteration errands and competence of teachers is significant in light of the fact that it straightforwardly identifies with the presentation appeared.

As indicated by Wijaya (1992:25-30 in Saragih, 2008) that the ability of professional to be have teacher in the learning procedure are: control of materials, oversee learning programs, dealing with the study hall, utilizing a media source, acing the establishments of teacher, dealing with the connection of getting the hang of educating, surveying understudy accomplishment for showing members,

knowing the capacities and projects, direction and guiding administrations, and sorts out the school organization know and comprehend the standards and decipher the aftereffects of instructive research for teaching purposes. Pointers used to gauge the dimension of professional competence incorporates comprehension of the encouraging materials suitable educational plan, comprehend the ideas and linkages with different sciences, just as acing the means in the examination and basic investigation to investigate instructing materials.

2.1.3 Aspects of Professional Competence

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

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

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 sustainable manner by taking reflective action. An English teacher must reflecting the own performance continuously. Also utilize reflection result in order to increase professionalism. And conduct classroom action research for professional enhancement. Follow the progress of the times by learning from various sources.
5. Utilizing information communication and technology to communicate and develop them. An English teacher who can utilize information and communication technology in communicating for self-development would be more able to created and effective learning environment, fun, and would be more able to manage its class, so that students learning process would be optimal.

According to BSNP (No. 16, 2007) Teachers Competence of Foreign Language is having knowledge of various aspects of language in English (linguistic, discourse, sociolinguistic, and strategic) and can mastered spoken and written English, receptive and productive in all aspects of communicative.

Based on research from Harvard University in (Purnamasari 2017: 18), the United States said that the success of a teacher is not determined solely by

technical skills and knowledge (hard skills) but the ability to manage themselves appropriately and the ability to build relationships with others effectively (soft skills). In fact, the research also revealed that the success was 80% determined by soft skills and the remaining 20% were hard skills. Therefore a teacher must be able to have both in order to be able to carry out their roles well.

In addition Masters report (2009) draws attention to the need for teachers' competency, particularly as regards to literacy, stating that "the Inquiry noted 'some skepticism among practicing teachers about the personal literacy standards of few graduates". Teachers must recognize the values espouse and thrive in communities where duties and reside. If there are values that are contrary to the values espouse, she should respond with the right things so there is no clash of values between the teachers and the community. If there is a clash between the two will result in a disruption of the educational process. Therefore, a teacher must have a social competence so that later if there is a difference value to the community, he can finish it properly so it does not impede the educational process.

2.1.4 Characteristic of Teacher Professional Competence

Characteristics are the qualities or types of character or character possessed by an individual, behavior patterns, and special signs. There are a few characteristics regarding the professional competence of teachers indicated by Oemar Hamalik (2016) including:

- a. The teacher is able to develop his responsibilities as well as possible.

- b. The teacher is able to carry out his roles successfully.
- c. The teacher is able to work in an effort to achieve educational goals.
- d. The teacher is able to carry out his role in the teaching process and learning in the classroom.

According to Ade Cahyana (2010), suggest that professional teacher competence are teachers who can perform their duties professionally, which are the characteristic include:

- a. Mastery the field of Theory and Teaching Practice. Professional teachers must train students about the learning admirably;
- b. Join the Teachers Profession Organization. An occupation is said to be a calling title one of the condition is that the activity have an expert organization and its individuals are glad to enter the expert organization. Instructors as expert positions ought to have this organization;
- c. Have an adequate teacher education background. The ability of teachers in completing educational errands is acquire after a specific educator's training isn't share by other professions;
- d. Implementing the Teacher Code of Ethics. As professional positions teachers are require to have a code of ethnic, as state in the National Convention of Education I of 1988: the profession is a job that a code moral which is sure standards as rules that are perceive and regard by the network. The code of morals serves to purify its individuals to improve demonstrable skill administration to assist others;

- e. Have autonomy and a sense of responsibility. Independence in the feeling of self-guideline implies that educators must have a free demeanor in complete their obligations. The autonomy of a teacher is character by be able to settle on worth decisions, having the option to choose and settle on choices on this and have the option to represent the choices the person picks;
- f. Have a passion to devote them to society. Education has a central role in building society to make progress. Teachers as educators become the heart in the intellectual life of the community. That's why teachers are require to have a high dedication to the community, especially in teaching students;
- g. Working on the call of conscience. In doing the obligations of network administration ought to be founded on the consolation or calling of inner voice. So the teacher will feel glad in completing the hard assignment of teaching the understudies.

Furthermore, Oemar Hamalik also believes that the characteristics of professional teacher competencies are as follows:

- a. Physical, physically and mentally healthy, do not have bodily defects that can cause ridicule or pity from students.
- b. Mental or personality, namely Pancasila-minded, love the nation and fellow human beings, and have compassion for students, be virtuous, be able to awaken democratic attitudes, be able to develop creativity and great responsibility for their duties, able to develop high

intelligence, open, sensitive and innovative, shows a sense of love for the profession, discipline, has a sense of humor.

- c. Science or knowledge, that is understanding knowledge that can underlie personal formation, understanding education and teacher training, having sufficient knowledge about other fields, like reading scientific books, being able to solve problems systematically, especially those related to the field of study, understanding principles-principles of teaching and learning activities.
- d. Skills, able to act as organizers of teaching and learning processes, able to arrange lessons on the basis of structural, interdisciplinary, functional, behavioral, and technology approaches, able to carry out educational evaluations, able to carry out educational activities outside of school.

2.2 Relevance Studies

There are several relevant studies that the researcher found, however the researcher just mention two of them.

The first previous research was done by Muri Endrawati Handayani (2009) entitled “Analysis Of Mathematical Teacher Professional Competencies In Teaching Learning Interactions In Sukoharjo I State High School, 2008/2009 Lessons”. This study aims to find out and describe about: (1) Accurate information about the professional competencies of mathematics teachers in Sukoharjo 1 Public High School, (2) Teaching and learning interactions that have

taken place in Sukoharjo 1 Public High School, (3) Constraints faced in building professional competencies math teacher.

The second is Eli Pujiati (2017) entitled “Implementation of Pedagogic Competence and Teachers Professional on The Jasmani Education Learning in The State School of Kretek Distric, Bantul”. This study aims to find out how well the teacher's pedagogical and professional competence is implement in the physical education learning process in Public Elementary Schools in Kretek District, Bantul Regency.

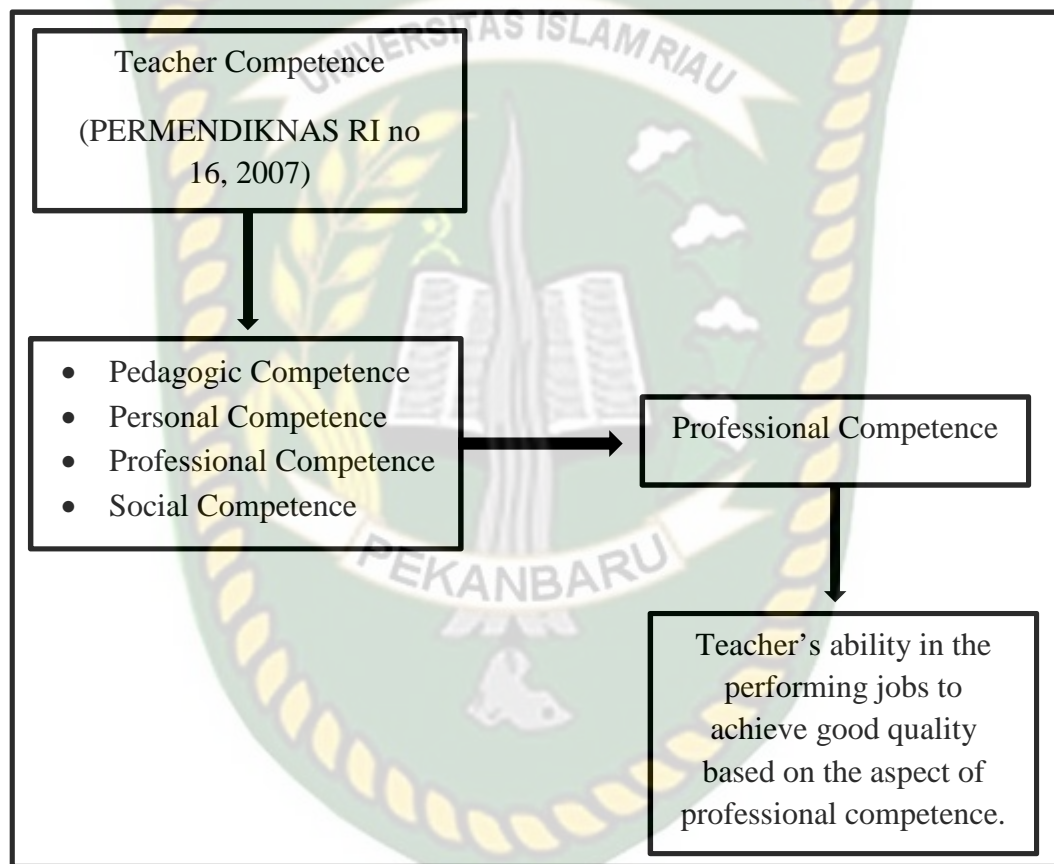
The third is Popon Patimah (2013) entitled “Analysis of Teacher Professional Competencies in Social Studies Learning in Elementary Schools”. This study aims to know the mastery ability of teaching materials, the ability to apply various learning methods, the ability to develop and use various tools, media and relevant learning resources, the ability to organize and implement learning programs, the ability to carry out evaluation of student learning.

All of the relevance studies are very important to the research that the researcher. The researcher discuss about competence of English teacher at SMPN 4 Siak Hulu. That is way the researcher show the relevance studies above as reference for this research.

2.3 Conceptual Framework

Competence is a person’s ability to be able to do things that will be achieved. According to Draganidis & Mentazs, (2006) a competency can be regarded as a combination of tacit and explicit knowledge, behavior and skills that

drives an individual for potential effectiveness in task performance. The competence itself is very much in the hands of a teacher. Professional teachers must have four competencies including: pedagogic, professional, personality and social. Social competence is a compulsory competence that must be owned by a teacher, because it is very influential in the learning process.



2.4 Assumption

The researcher assume that the English teachers at SMPN 4 Siak Hulu are influential in the sustainability of teaching and learning process, so the researcher assume that some English teachers in SMPN 4 Siak Hulu able to compete professionally.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research was descriptive qualitative with case study, it consisted of one variable which is the used of Professional Competence English teachers in SMPN 04 Siak Hulu. Descriptive was a method that aims to make the description and factual information about the data. Descriptive research was a form of research that aim to describe the phenomena that exist, whether a natural phenomenon or man-made phenomenon. The phenomenon could be the shape, activity, characteristics, changes, relationships, similarities, and differences between one phenomenon with other phenomena (Sukmadinata, 2006: 72).

Qualitative approach was used to systematically describe facts or characteristics of a particular population or particular field. Moleong (2005: 4), defines a qualitative approach as a research procedure that produces written or oral words from people and observable behavior. The qualitative approach seeks to express phenomena and comprehensively in accordance with the context (holistic-contextual), in-depth (in depth) through collecting data from natural background by utilizing the researcher as a key instrument. In addition, Seno Putra (2003, 21) says that, “Qualitative research is kind of research concerns with acquiring data in the field”. And also, he said that the research does not use the numbers (statistical analysis), so that the researcher only describe and explain the data (linguistic corpuses) with sentences or clauses of language. Although the

processes are similar, qualitative procedures rely on text and image data, have unique steps in data analysis and draw on diverse strategies of inquiry.

3.2 Source of Data

In this research, the researcher took the data from some English teachers at SMPN 4 Siak Hulu. The researcher found the characteristic of professional competence. Then, the researcher observed the English teachers and analyzed the English teacher. This research to see how was the level professional competence of English teachers at SMPN 4 Siak Hulu. The researcher collected the data by using questionnaires and interview. There were name English teacher of SMPN 4 Siak Hulu which discuss present in table 3.2.1 below.

Table 3.1

Name English Teachers of SMPN 4 Siak Hulu

No.	Name of English Teacher	Sex
1.	Nikmah Jumiati, S.Pd.	Female
2.	Ida Zuraida, S.Pd.	Female
3.	Ellida, S.Pd.	Female
4.	Novirna Yanti D, S.Pd.	Female
5.	Heryanti, S.Pd.	Female
6.	Harry Wirman, S.Pd.	Male
Total	6 English Teacher	

3.3 Instrument of The Research

Instrument that would be used in this research was an interview and questionnaire. The researcher would be given some questionnaire for head master and vice principal and would be given questions to supervisor. Each question refers to the teacher's professional competency indicators.

3.3.1 Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to be answered. According Kemendiknas, 2010. *Pedoman Pelaksanaan Penilaian Kinerja Guru (PKG)* using scale Not Fulfilled, Partially Fulfilled and All Fulfilled. This method is intended for all English teachers at SMPN 4 Siak Hulu. The questionnaire consists of 9 items for head master and vice principal. The questionnaire based on Teacher Performance Assessment (PKG) from indicators based on *Kementrian Pendidikan Nasional, 2010. Direktorat Jendral Peningkatan Mutu Pendidikan dan Tenaga Kependidikan, 2010.*

Table 3.2**The Blue Print of Teacher Professional Competence.**

No.	Competence	Indicators
1.	Competence 13	Teachers map competency standards and basic competencies for the subjects they teach, to identify learning material that is considered difficult, to plan and implement learning, and estimate the time allocation required.
		The teacher includes appropriate and up-to-date information in the planning and implementation of learning.
		The teacher prepares materials, plans and implements learning that contains appropriate, current information, and that helps students to understand the concept of learning material.
2.	Competence 14	The teacher conducts a self-evaluation specifically, completely, and supported by examples of self-experience.
		The teacher has a learning journal, input notes from colleagues or the results of an assessment of the learning process as evidence that illustrates their performance.
		The teacher utilizes evidence of his performance description to develop planning and implementation of further learning in the Sustainable Professional Development (PKB) program.
		The teacher can apply the PKB experience in planning, implementing, evaluating learning and following it up.
The teacher conducts research, develops innovative works, follows scientific activities (eg seminars, conferences), and is active in implementing PKB.		

Source: Kemendiknas. 2010. Perangkat Penilaian Kinerja Guru (PKG)

3.3.2 Interview

Interview is used as a data collection technique to get the source of information needed. The results of the interview are described then concluded from the overall results of the interview and interviews should be more structured. In a structured interview, questions are written in advance, scaled on a standardized rating scale, and asked of all job applicants (Asyti Febliza and Zul Afdal). The researcher interviewed supervisor of SMPN 4 Siak Hulu about their professional competence.

3.4 Data Collection Technique

The data collection steps include setting the boundaries for the study. The data-collecting procedures into four categories: observations, interviews, documents, and audiovisual. During the process of research, the qualitative investigator may collect documents. According to the book *statistik dasar penelitian pendidikan* (Asyti Febliza and Zul Afdal), explains that data collection can be done with various sources and ways. If it could be seen from the technique, how to collected data could be done by interviews, questionnaires, observations and the combination of the three.

The data of this research took from some English teacher at SMPN 4 Siak Hulu. The researcher collected the data by using the tools of the research like: Questioners and interviews. Found out the head master and vice principal at the schools and search the information about English teacher before doing the

instrument to get the data and analyzing the data based on the professional competences of English Teacher.

3.5 Data Analysis Technique

Lattice of research, A grid is a table that shows the relationship between things called in rows and things that are mentioned in columns. The instrument preparation grid shows the link between the variables studied and the data sources from which data will be taken, the methods used and the instruments compiled (Arikunto, 2010 in Zelmi Sriyolja).

The benefits of the grid as stated by Arikunto (2010) are as follows:

- a. The researcher has a clear and complete description of the type of instrument and the contents of the items to be compiled.
- b. Researchers will get ease in composing instruments because this grid serves as a guide in writing items.
- c. The instruments compiled will be complete and systematic because when compiling the grid the researcher has not been required to think about the points.
- d. The grid functions as a "road map" of the aspects to which data will be collected, from which data is taken, and with what data is taken.
- e. With a steady grid, researchers can submit the task of compiling or dividing tasks with team members when composing instruments.

- f. The validity and reliability of the instrument can be obtained and known by parties outside the research team so that the responsibility of the researcher is more assured.

Based on these descriptions, it can be explained that the lattice helps the researcher in compiling the contents of the instrument points. In accordance with the problem to be examined, namely the analysis of the professional competence of English teachers at SMP 4 Siak Hulu, the authors compiled the instrument grid. The researcher instrument lattice contains concepts, variables, indicators, instruments, items and respondents.

The data would be presented to descriptive qualitative approach. In this research, the Constant Comparative Analysis technique used collect the data. Comparative analysis technique was a technique used to compare the events that occur when the researchers analyzed the incident and carried out continuously during the study was conducted. Interview data was classified from English teacher answer.

Data from questionnaire get score on each answer using Not Fulfilled (0), Partially Fulfilled (1) and All Fulfilled (2). The results of the questionnaire were in the form of numbers which were then analyzed by indicators and explained in tabular form, then calculation in the form percentage by the following formula.

In order to describe the teacher professional competence, the researcher used formula of percentage: $P = \frac{F}{N} \times 100 \%$

Where P: Percentage

F: Total Score

N: Maximum Score

(Kemendiknas. 2010. PKG)

Table 3.3
Competence Criteria

Interval Score	Criteria
0% < X 25%	1
25% < X 50%	2
50% < X 75%	3
75% < X 100%	4

And to know how was the level professional competence of English teachers, the writer used percentage as follows:

Table 3.4
Criteria of professional competence of English teacher base on score in percentage :

Interval Score	Criteria
81% - 100%	Excellent
61% - 80%	Very Good
41% - 60%	Good
0% - 40%	Not Good

Sources: Ridwan and Sunarto in Roskia

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher presents the findings and analysis of professional competence of English teachers at SMPN 4 Siak Hulu. All data obtained from collected questionnaires and interviews with English teachers certificated. As stated in the previous chapter, the researcher wants to analyze in this chapter, how is the level of professional competence of English teachers at SMPN 4 Siak Hulu.

4.1 Data Description

The data description contains the set of data collected successfully. The mean of data description is describing the data useful to obtain the real from of the respondents, so that more easily understand by researcher of other who is interested in the results of research conducted. The result obtained from questionnaire and direct interview. The researcher has visited the school several times to get accurate results.

4.1.1 Questionnaires

For the first data is collected by giving the questionnaire to Head master and Vice principal. The questionnaire consisted of 9 indicators to Head master and Vice principal.

Table 4.1

The Presentation of the Respondents' Score in Answer the Questionnaire

Respondents	Head Master											Vice Principal										
	Competence 13			total	Competence 14						total	Competence 13			total	Competence 14						total
	ind 1	ind 2	ind 3		ind 1	ind 2	ind 3	ind 4	ind 5	ind 6		ind 1	ind 2	ind 3		ind 1	ind 2	ind 3	ind 4	ind 5	ind 6	
1	2	2	2	6	2	1	2	2	1	1	9	2	2	2	6	2	1	2	2	1	1	9
2	2	2	2	6	2	2	2	2	2	2	12	2	2	2	6	2	1	2	2	2	2	11
3	1	2	1	4	1	1	1	1	2	1	7	1	2	1	4	2	1	1	1	2	1	8
4	2	2	2	6	2	2	2	2	1	2	11	2	2	2	6	2	1	2	2	1	2	10
5	2	2	1	5	2	1	1	1	1	1	7	2	2	1	5	2	1	1	2	1	1	8
6	1	2	1	4	2	2	2	2	1	2	11	1	2	1	4	2	2	2	2	1	2	11



4.1.1 Interview

For the second data is collected by giving the interview to supervisor English teacher. The interview consisted of 11 questions of teacher's professional competence. The questions are as follows:

- Does every English teacher master and deliver the material in structured and conceptualized based on the paradigm of English teacher knowledge?
- What are the competency standards for English teachers in this school?
- Does every English teacher that have been certified really understand about competency standards, basic competencies, and the purpose of English learning?
- What are the methods used in teaching English?
- Does the material choose based on the development of student?
- And how about the management of teaching material that build upon the development of students, does it manage creatively or not?
- Does every English teacher that have been certified continuously get assessment or work reflection? How many times?
- To enhance the professionalism of English teacher, does it have assessment of action class? If yes, how and when?
- Does school of then held the seminar or get invitation to attend the education professional development seminar?

- Does in teaching, English teacher always use the media of technology and communication? For example internet or education based application.
- In this modern era and the way of teaching also change by time, does English teachers read, learn and take more information from other sources? Print media or internet? And does English teacher make a scientific work like book, module, article about education and other teaching?

The supervisor's answer is:

Question Do every English teacher master and deliver the material in structured and conceptualized based on the paradigm of English teacher knowledge, respondent said yes, but not all of them. Only a few. The respondent said competency standards used at school are the same as the government competency standards. If there are few who understand the competency standards, basic competencies, and learning objectives, due to lack of training conducted by the government. The method varies, there are lecturing, giving assignments, discussion. Be structured, based on the level of student development. Here is not too creative in developing teaching methods. Yes there are judgments, once every semester. There is an assessment of class action, which was supervised earlier, seen how to teach it, which was assessed all. Completeness of administration, how to present material in class. Often get seminar invitations for teacher professional development. And every semester there are usually two seminars. Always use information and communication technology media, the internet for example. But

not all teachers. From six teachers certified, there are around three teachers, including me, who supervise using the media. There is making scientific work. Created for two years for the need for promotion.

4.2 Data Analysis

There are nine indicators of professional competence English teachers. They are, Teachers map competency standards and basic competencies for the subjects they teach, to identify learning material that is considered difficult, to plan and implement learning, and estimate the time allocation required, The teacher includes appropriate and up-to-date information in the planning and implementation of learning, The teacher prepares materials, plans and implements learning that contains appropriate, current information, and that helps students to understand the concept of learning material, The teacher conducts a self-evaluation specifically, completely, and supported by examples of self-experience, The teacher has a learning journal, input notes from colleagues or the results of an assessment of the learning process as evidence that illustrates their performance, The teacher utilizes evidence of his performance description to develop planning and implementation of further learning in the Sustainable Professional Development (PKB) program, The teacher can apply the PKB experience in planning, implementing, evaluating learning and following it up, and The teacher conducts research, develops innovative works, follows scientific activities (eg seminars, conferences), and is active in implementing PKB. The scoring of the questionnaire the research calculated the score by looking the highest choices in

each indicator, ranging 0-2 scoring (Not Fulfilled, Partially Fulfilled and All Fulfilled).

4.2.1 The Result of the Questionnaire about the Professional Competence of English Teachers at SMPN 4 Siak Hulu.

The whole data was obtained from the questionnaire which has nine indicators, such as: Teachers map competency standards and basic competencies for the subjects they teach, to identify learning material that is considered difficult, to plan and implement learning, and estimate the time allocation required, The teacher includes appropriate and up-to-date information in the planning and implementation of learning, The teacher prepares materials, plans and implements learning that contains appropriate, current information, and that helps students to understand the concept of learning material, The teacher conducts a self-evaluation specifically, completely, and supported by examples of self-experience, The teacher has a learning journal, input notes from colleagues or the results of an assessment of the learning process as evidence that illustrates their performance, The teacher utilizes evidence of his performance description to develop planning and implementation of further learning in the Sustainable Professional Development (PKB) program, The teacher can apply the PKB experience in planning, implementing, evaluating learning and following it up, and The teacher conducts research, develops innovative works, follows scientific activities (eg seminars, conferences), and is active in implementing PKB. All of those indicators answering the research question are in the following:

Table 4.2
Competence 13 by Head Master

No.	Clasification	Score	Frequency	Percentage
1	Not Fulfilled	0	0	0%
2	Partially Fulfilled	1	5	28%
3	All Fulfilled	2	13	72%
Total			18	100%

Looking at the table above, it shows that of the six respondents 13 (72%) mostly head master as a rater choosed All Fulfilled with score 2 in the competence 13 with a presentation that was quite upper than others and 0 (0%) the rater not gave Not Fulfilled (0) for competence 13 of the six respondents. The data above indicate that most of respondent understanding about standard competence and basic competence.

Table 4.3
Competence 14 by Head Master

No.	Clasification	Score	Frequency	Percentage
1	Not Fulfilled	0	0	0%
2	Partially Fulfilled	1	15	38%
3	All Fulfilled	2	21	62%
Total			36	100%

For the table above it can be seen that no the rater selects Not Fulfilled for the second indicator with a presentation of 0 (0%) and is the lowest percentage among others, contrary to All Fulfilled being the highest percentage in the competence 14 was 21 (62%). The data above indicate that most of English teacher doing evaluated make teaching journal and can utilizing communication information and technology.

Table 4.4
Competence 13 by Vice Principal

No.	Clasification	Score	Frequency	Percentage
1	Not Fulfilled	0	0	0%
2	Partially Fulfilled	1	5	28%
3	All Fulfilled	2	13	72%
Total			18	100%

In this table showed mostly vice principal as a rater gave score 2 for indicators of professional competence English teachers with percentage 13 (72%) and no the raters gave score 0 for professional competence English teachers. The data above indicate that most of respondent understanding about standard competence and basic competence.

Table 4.5

Competence 14 by Vice Principal

No.	Classification	Score	Frequency	Percentage
1	Not Fulfilled	0	0	0%
2	Partially Fulfilled	1	15	38%
3	All Fulfilled	2	21	62%
Total			36	100%

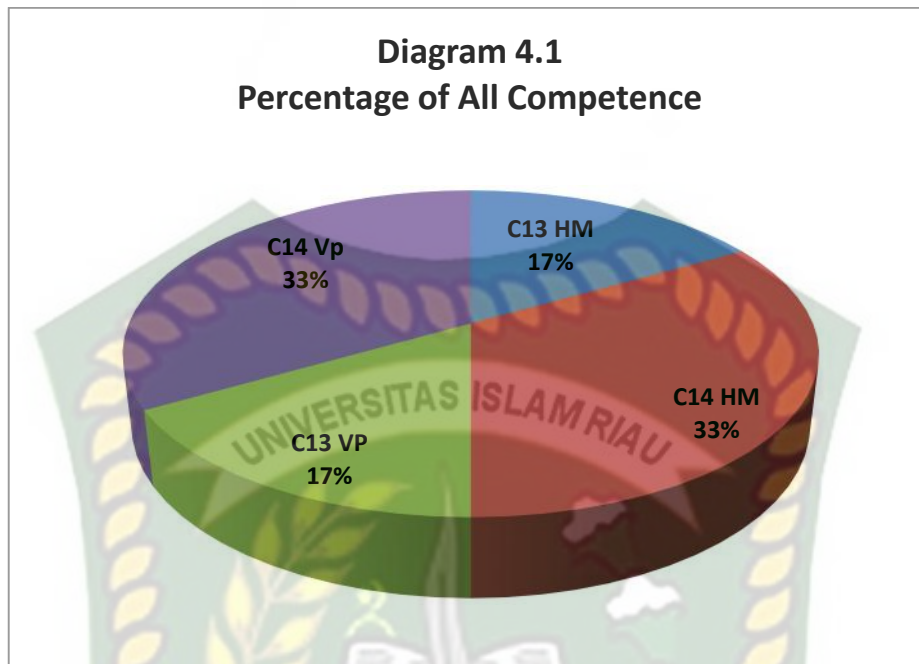
For the table above it can be seen that no the rater selects Not Fulfilled for the second indicator with a presentation of 0 (0%) and is the lowest percentage among others, contrary to All Fulfilled being the highest percentage in the competence 14 was 21 (62%). The data above indicate that most of English teacher doing evaluated make teaching journal and can utilizing communication information and technology.

Table 4.6**The Presentation of the Respondents' Score for Each Competence**

Sample	Competence				Score
	Head Master		Vice Principal		
	Competence 13	Competence 14	Competence 13	Competence 14	
0	0	0	0	0	0
1	5	15	5	15	40
2	13	21	13	21	68
Total Score	18	36	18	36	108
Average	6	12	6	12	36

The presentation of English teachers' total score in each competence of professional competence English teachers. There are two competence and nine indicators that gather all of the score in the questionnaire. They are 18 for the competence 13 and competence 14 by head master and vice principal and 36 for the competence 13 and competence 14 by head master and vice principal. The total score was 108 and for the total of average score was 36.

Diagram 4.1
Percentage of All Competence



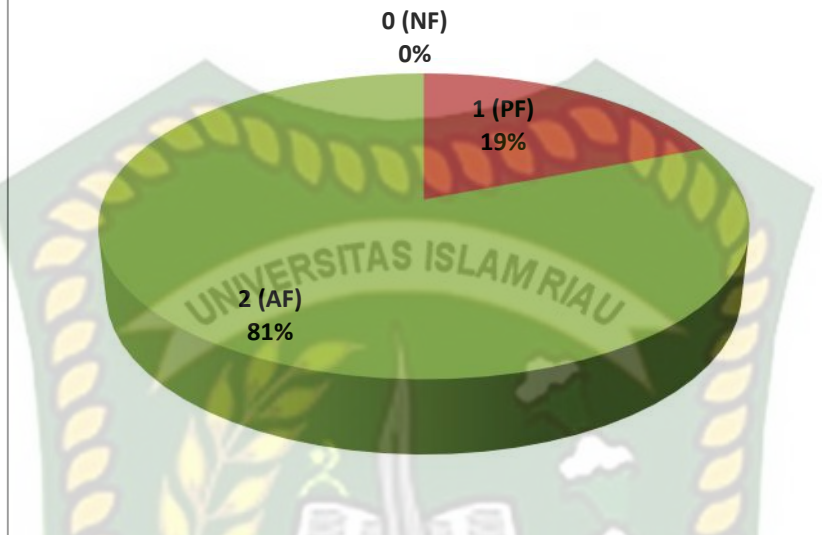
Based on the diagram above it shows the percentage from all competence. The highest percentage is in competence 14 by head master and vice principal 33%, and the lowest percentage is competence 13 by head master and vice principal with percentage 17%.

Table 4.7**The Recapitulation of Questionnaire Answer**

No.		Competence	0	1	2	N	100%
			F	F	F		
1.	Head	Competence 13	0	5	13	6	100
	Master	Competence 14	0	15	21	6	100
2.	Vice	Competence 13	0	5	13	6	100
	Principal	Competence 14	0	15	21	6	100
Total			0	40	68	6	100
Avarege			0	4	17	6	100

Based on the table above it shows the number of frequency and average from all indicators. For the competence 13 by head master and vice principal are 0, 5, and 13 and for competence 14 by head master and vice principal are 0, 15 and 21. In the frequency of all indicators the highest score and average is score 2 All Fulfilled 68 and 17. The lowest score and average is score 0 Not Fulfilled with score 0 and average 0.

**Diagram 4.2
Unfavorable**



Based on the diagram above it shows the number of percentage from all rates. The highest percentage is on score 2 All Fulfilled 81%, and the second highest is on score 1 Partially Fulfilled with percentage 19%. The score 0 Not Fulfilled become the lowest percentage on diagram with percentage 0%. The diagram above shows a lot of raters gave score 2 and the least raters gave score 0.

Table 4.8

The Recapitulation of Professional Competence English Teacher

Respondents	Head Master		Vice Principal		Total	Avarage
	C13	C14	C13	C14		
1	100%	75%	100%	75%	350%	88%
2	100%	100%	100%	91,60%	392%	98%
3	66,70%	66,60%	66,70%	66,60%	266,60%	66,65%
4	100%	91,60%	100%	83,30%	375%	94%
5	83,30%	58,30%	83,30%	66,60%	291,50%	72,88%
6	66,70%	91,60%	66,70%	92%	316,60%	79,15%

Based on the recapitulation above it shows average respondent 2 is highly presentation with percentage 98%, the second highest presentation by respondent 4 with percentage 94%, respondent 1 got average 88% and than the fourth highest is respondent 6 with percentage 79,15%, 72,88% is the fifth highly percentage by respondent 5, and the last lower percentage by respondent 3 got presentation 66,65%.

To analyze the data that has been collected, the researcher uses descriptive qualitative technique by describing and interpreting the frequency and percentage that has been receive for questionnaire from raters. Then, the data is calculated by percentage by using qualitative sentence, the criteria as follow:

Interval Score	Criteria
81% - 100%	Excellent
61% - 80%	Very Good
41% - 60%	Good
0% - 40%	Not Good

Sources: Ridwan and Sunarto in Roskia

We have been professional competence of English teacher at SMPN 4 Siak hulu which is the first respondent 88% got Excellent criteria, the secondly 98% by respondent 2 it can be calculated that professional competence of English teacher at SMPN 4 Siak Hulu is Excellent, third respondent 66,65% entered into Very Good criteria, the fourth respondent 94% entered into Excellent, and respondent 5 and 6 entered into Very Good with percentage 72,88% and 79,15%.

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

1.1 Conclusions

From all data obtained and based on data analysis that has been done, so it can be formulated conclusion of the research result to answer research question. The professional competence of three English teacher at SMPN 4 Siak Hulu is Excellent level and three others is Very Good level, based on the calculation above, but English teachers should be improved even better. And then, English teachers always follow the training more competent. Therefore, training is important for every teacher to teach and to improve the competence.

1.2 Implication

Implications are described from the research finding. The implications based on the conclusions of the research results as follows:

1. Professional competence of English teacher in SMPN 4 Siak Hulu there are still some things that must be addressed, then the English teacher should try again to improve their professional competence. Therefore, it is should be a motivation for teachers to improve their professional competence.
2. Teaching and learning interaction in SMPN 4 Siak Hulu not run ideally, then there must be an effort to improve the interaction of teaching

learning, both by teachers, students, and the existence of supporting facilities realization of learning and teaching interaction is good.

1.3 Suggestions

Based on conclusion above, there are some suggestions might be helpful for teacher and other as following:

1. For Teacher

For English teacher in SMPN 4 Siak Hulu it is important to understand the professional competence to support success in teaching and learning process. The presence of teachers and educational institution is also not only as a teacher, but also as an educator. Therefore, exemplary teacher is necessary, considering the students are not just individual living being, but also as a social creature. Therefore the impact of exemplary teachers will bring a positive imagine for people's lives. As educators for learners, they must recognize the extent of their professional competence level. After that, that all of English teachers is in very good level should be improve their professional competence for the continuity of teaching activities in school well.

2. For other Researcher

In order to develop the teaching process for teacher professional competence in learning English, hopefully the other researchers can conduct the research with other aspects of teacher competence base on educational goal to give support for teacher in learning English.

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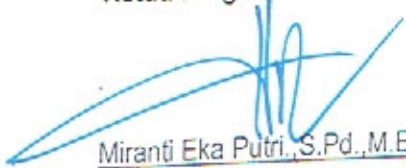
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