CHAPTER II

LITERATURE REVIEW

This part explains the underlying theories related to the research, there are teachers' competences and vocational school (*SMK*).

2.1   Teachers' Competences

The teachers' competences can be reflected through their performances. As stated by Valdes, Cuenca, Rizo, Robalino, and Astorga (2005), teachers' performance is the process of mobilizing the teachers' competences. In addition, based on Cambridge Advanced Learner's Dictionary (2008), performance is defined as how well a person does a work or an activity. In this case, the works or activities are teachers' jobs in doing their duties which refers to the competences. So, the teachers' performance can reflect the teachers' competences.

According to Brown (2001:30), competence is someone's capability to do or perform something. Katane et. al (2006:168) defines competences are "the set of knowledge, skills, and experience necessary for future, which manifest in activities." Competences are also defined by Gupta as cited in Katane (2006:168) as "knowledge, skills, attitude, values, motivations, and beliefs people need in order to be successful in a job." Based on the definitions above, it can be concluded that competence in teaching context is the knowledge, skills, personal values, and attitudes that are needed by a teacher to perform well in a duty and support the success of learning activities.

Teachers as professionals should have some competences. According to Kunandar (2007:75), to be a professional teacher, a teacher should have pedagogic, personality, professional, and social competences. Nurhala and Radito in Kunandar (2007:56) also state similar competences that a professional teacher should have, that is having knowledge and skills about teaching and learning, having good characteristics of themselves as teachers, mastering they subject matter they taught, and having teaching skills. So, it can be concluded in order to be a professional teacher, a teacher should have pedagogic competence, personality competence, professional competence, and social competence.

2.1.1 Pedagogic Competence

Giertz (2003:94) describes pedagogic competence as the ability and the will to regularly apply the attitude, knowledge and skills that promote the learning of the teacher's students. Ryegård (2008:9) states that pedagogic competence implies that the teacher from definite goals and frameworks, through continuous development of teaching and personal professional development, supports and facilitates the learning of the students in the best way. Meanwhile, practical knowledge is used by Roberts in Richard (2001:209) to define pedagogic competence that is teachers' repertoire of classroom techniques and strategies. Thus, the pedagogic competence is teachers' teaching skills.

According to Cruickshank (2006:342), there are seven teaching skills that can help students to learn and succeed in learning. The seven teaching skills are establishing the set, using variety, optimizing

instructional time, using questions, providing clear instruction, monitoring students' progress, and providing feedback and reinforcement. So, it can be concluded that teachers' pedagogic competence involves teachers' ability in instructional planning, implementing the instructions, and assessing students.

Moore (2005:110) states that there are two benefits of instructional planning that is allowing teachers to anticipate instructional needs in advance so teachers can gather and organize the materials and providing a plan that directs classroom interactions. Moore (2005:110) also states that in constructing instructional planning, teachers need to have knowledge of students whether their characteristics, general information, needs in learning, or differences of abilities in order to devise ways to provide adequate instruction. With considerable understanding of students, teachers' effort to help them learning and growing can be appropriate. It can be concluded that teachers should have knowledge of students in order to help teachers to design effective instructions for students learning.

Diaz (2006:302-305) states that there are some indicators of effective teaching, that is learning style, differentiated learning instruction and anticipating behavior problem. In implementing instruction, variety of learning style is used to engage students. Differentiated learning instruction basically encourages the use of multiple instructional options in order to meet the needs of each student. In anticipating behavior problems,

management strategies and routines are needed to help minimizing most potential mishap.

Assessing students' progress is needed as the information to set the new goals for learning and used in teachers' reflection of their teaching. According to Diaz (2006:312-313), a key of assessing students' progress is making sure that students know a head of time what is being assessed. Stating clear objective at the beginning of the lesson helps teachers and students track what has been covered and what students should know.

Based on Moore (2005:238), the other teaching skills that needed to be acquired by teachers are questioning, giving feedback, and reinforcing. Questioning is important to teaching-learning process since it creates an interactive classroom, enables teacher and students to establish what has been known, develops new idea and extents the knowledge. Meanwhile, Cruickshank (2006:364) states that feedback is one of the ways in motivating students by informing them about their performance's qualities and accuracies so that it can improve learning. Cruickshank (2006:392) also states that reinforcement is one of the motivational techniques that can maintain the learning environment, students' interest, and excitement in learning if it is used appropriately. Reinforcement can be positive or negative. Positive reinforcement occurs when students present something valued and behave in good ways while negative reinforcement is given to remote students' unpleasant action and to develop self-control in classroom. Thus, to be a professional teacher, a teacher should have

pedagogic competence that involves having knowledge of students, ability in instructional planning and implementing the instructions, and also assessing students' progress.

2.1.2 Personality Competence

Personality is defined by Ryckman (2004) as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. As written in Webster's New World College Dictionary in www.yourdictionary.com/personality.htm retrieved on 11th August 2012, personality means habitual patterns and qualities of behavior of any individual as expressed by physical and mental activities and attitudes; distinctive individual qualities of a person, considered collectively. Personality is also defined as the complex of qualities and characteristics seen as being distinctive to a group, nation, place, etc. So, it can be summarized that personality is a set of qualities and characteristics owned by a person that differentiates one person to another one and influences his or her cognitions, motivations, and behaviors in various situations.

Spencer and Spencer (1993:78) state that personality competence "… controls the effectiveness of the individual's performance when dealing with immediate environmental pressures and difficulties." The person's personality competence is somehow clearly seen when he is encountered some problems. This competence deals with the code of ethics

teachers as educator. Teachers as professions have code of ethics in doing their job. The code of ethics should be reflected in the teachers' behavior. Diaz (2006:209) states that teachers are expected to reflect honesty, trust, confidentiality, fairness, responsibility, and respect for others in making their decision. So, personality competences covers teachers as role model, teachers' attitude as professionals which are obey the ethic code and have high work ethos.

2.1.3   Professional Competence

As stated by Prayitno (2009:466-467), professional competence is not similar to personality competence that in some cases come naturally, people need intensive learning continuously to acquire this competence. Professional competence of teachers involves mastery of subject matter and the effective way to transfer it to students. Grossman (1995) in Cruickshank (2006:10) suggests that subject matter knowledge of teachers affect what and how to teach. For example, when deciding what to teach, teachers are more likely to give greater coverage to areas in which teachers know and to skip areas which teachers know less.

Moreover, teachers' mastery of subject matter is important since one of the teacher's roles which is stated by Harmer (2002:61) that teacher is a resource that means a teacher should master the subject skills, in this case English, because the students might ask for information during teaching and learning activities or teacher can recommend other sources as

well. However, as stated by Cruickshank (2006:336) that teacher not only should have mastery of subject matter but also know how to teach it. Knowledge of pedagogy and learners allows teachers to select and implement instructional alternatives so that they could teach effectively. So, English teachers should master English and know how to teach it effectively.

Besides, teachers are expected to have skills in technology that support their teaching. As said by Diaz (2006:204) that teachers should have skills and technology as the development of technology. The use of technology such as computer or language laboratory needed the skillful operator that is a teacher. To keep up the mastery of subject matter knowledge and skills in technology, it is expected that teachers improve the mastery and skills in technology through the training or workshop.

Teachers' attendance in workshop and training is important since it is as a way to develop their professional competences. As stated by Diaz (2006:41), to stay current and energize requires that teachers participate in continuing education efforts such as district workshops and coursework. By attending workshop, teachers can get or share ideas, skills with other teachers that help them to improve their competence as teachers. Thus, professional competence covers teachers' knowledge of English, teachers' skills in technology and teachers' professional development.

2.1.4 Social Competence

As stated in Diaz (2006:39), teachers' interactions with other teachers can affect students' learning because it makes harmony in schools. A good relationship of a teacher with his students, students' parents, and other teachers is included in the social competence and needed in term of creating conducive environment for teaching and learning activities. In addition, it is to find out students' needs, parents' expectation and school's demands toward the English learning. Besides, having good relationship with parents also helps teachers to gain information about students that will be useful in making educational strategies. In conclusion, social competence covers teachers' ability to get along with other teachers, students and school environment.

2.2 Vocational School (*SMK*)

A vocational school (or trade school or career school), providing educational education, is a school in which students are taught skills needed to perform in a particular job (http://www.merriam-webster.com, retrieved on 21st January 2012.). In Indonesia, vocational education is recognized in secondary program of education and it is called *SMK* (*Sekolah Menengah Kejuruan*). Vocational school provides special needs for students who will work directly after they finish their schools in order to perform well in the work field. It prepares students with some skills and competences in order to be able to work in many kinds of businesses.

Vocational schools are the levels of education that prepare the students to work in certain work field. Based on Permendiknas (2006:20):

> Agar dapat bekerja secara efektif dan efisien serta mengembangkan keahlian dan keterampilan, peserta didik SMK harus memiliki stamina tinggi, menguasai bidang keahliannya dan dasar-dasar ilmu pengetahuan dan teknologi, memiliki etos kerja yang tinggi, dan mampu berkomunikasi sesuai dengan tuntutan pekerjaannya, serta memiliki kemampuan mengembangkan diri.

Based on the definition above, vocational school students are required to have the ability in communication related to the field demands. On the other hand, vocational school students should have knowledge and skills that are related with the competences of their own major. In this case, students in vocational school need English both spoken and written for achieving specific goals because English is one of international languages.

2.2.1   Business and Management Program

Business and management program is one of the *SMK* program in Indonesia. The purpose of business and management program is to prepare the students to be ready to enter the work field and to provide them with skills and competences related to business and management in order to perform well in the business and management work field.

Based on the curriculum of business and management program of *SMK*, English is an adaptive lesson learned in 544 hours. The purpose of the adaptive lesson is to provide the graduates to become a labor with supporting skills and competences related to their major as well as

professional self-development capability to follow the development of science and technology. Skills learned in English lessons include listening, speaking, reading and writing skills.

The *SMK* passing grade (*Standard Lulusan SMK*) of English that students of *SMK*, in this case the students of business and management program of *SMK*, should have is:

Level Novice

1. *Mendengarkan*

   Memahami makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk mendengarkan permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari

2. *Berbicara*

   Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari

3. *Membaca*

   Memahami makna dalam wacana tulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyimak permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari

4. *Menulis*

   Mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan secara tertulis permintaan dan perintah yang berkaitan dengan kehidupan sehari-hari

Level Elementary

1. *Mendengarkan*

    Memahami makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk mendengarkan permintaan dan perintah yang berkaitan dengan pekerjaan

2. *Berbicara*

    Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan pekerjaan

3. *Membaca*

    Memahami makna dalam wacana tulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyimak permintaan dan perintah yang berkaitan dengan pekerjaan

4. *Menulis*

    Mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan secara tertulis permintaan dan perintah yang berkaitan dengan pekerjaan

Level Intermediate

1. *Mendengarkan*

    Memahami makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk mendengarkan permintaan dan perintah yang berkaitan dengan keprofesian

2. *Berbicara*

    Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan keprofesian

3. *Membaca*

Memahami makna dalam wacana tulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyimak permintaan dan perintah yang berkaitan dengan keprofesian

4. *Menulis*

Mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan secara tertulis permintaan dan perintah yang berkaitan dengan keprofesian

From the *SKL* above, it can be summarized that the students at business and management program of *SMK* should have English competences needed by the labor market. The four skills are learned to meet the needs of works and profession. It can be seen in the level of elementary and intermediate. Meanwhile, the novice level is for daily communications.

2.3 Conceptual Framework

Teachers' competences are the knowledge, skills, personal values, and attitudes that are needed by a teacher to perform well in a duty and support the success of learning activities. The teachers' competences can be reflected through their performances. To be a professional teacher, a teacher should have pedagogic, personality, professional, and social competences. Pedagogic competence involves having knowledge of students, ability in instructional planning and implementing the instructions, and also assessing students' progress. Personality competences covers teachers as role model, teachers' attitude as professionals which are obey the ethic code and have high work ethos. Professional competence

involves teachers' knowledge of English, teachers' skills in technology and teachers' professional development. Social competence covers teachers' ability to get along with other teachers, students and school environment.

Vocational school (*SMK*) English teachers should have the competences that help them in teaching. Since the students are required to have the ability in communication related to the field demands in English both spoken and written for achieving specific goals as written in *SMK* passing grade (*Standard Lulusan SMK*).