

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

A vocational school is a school where the students learn skills needed to perform in a particular job as stated in the website (<http://www.merriam-webster.com>), retrieved on 21<sup>st</sup> January 2012. In Indonesia, vocational school 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 finishing their schools in order to perform well in the work field. It prepares students with some skills and competences related to their majors in order to be able to work in many kinds of businesses.

One of the competences is the language competence. As stated by Wardiman Djojonegoro (1998), mastering the global communication language, that is English, is one of eight competences the *SMK* students should have to face the globalization era. Furthermore, English both spoken and written specifically with their major is needed by the *SMK* students to be professional in their future careers. The knowledge of English in transactional and interpersonal interactions is also important for the *SMK* students to communicate with their clients or foreign customers.

However, Bramantyo (2012) says that the communicative competence in English of the most *SMK* graduates is still low, especially if they have to handle a job requires communicating in English with their clients or foreign customers.

There are some factors that cause it. One of the factors is the English teacher of *SMK*. As said by Abdul Malik Fajar in Suparlan (2008:99), the quality of the education is really determined by the quality of the teachers. To create high quality education, the most important thing is improving the education and enjoyable learning process which can only be done by the qualified teachers. Darling-Hammond and Youngs (2002:17) also state that qualified teachers will give the greatest influence on what students learn. The qualified teachers should have some teacher qualifications, such as subject-matter mastery, versatile teaching and evaluation skills, advanced degrees, and teaching experience.

According to Kunandar (2007:75), a qualified teacher is a teacher who has good pedagogic, personality, professional, and social competences. When teachers have these competences, they are able to improve the students' competence in English and make the students interested in learning English. As shown in the recent research which was conducted by Inne Lestia (2010), it was found that the English teachers at *SMK* in East Jakarta have fulfilled the requirement of English teachers' competences.

By looking at the fact, this study was conducted to portray about the competences of English teachers at Business and Management Program of *SMK Negeri* in South Jakarta whether the English teachers have pedagogic, personality, professional, and social competences or not. Business and Management Program of *SMK* is chosen as the area of the research since it is the most common program of *SMK* found in South Jakarta based on the website ([www.ditpsmk.net](http://www.ditpsmk.net)). It is hoped that the study would be beneficial for the *SMK* English teachers in terms of

giving them information about the competences in order to improve their competences.

## **1.2. Problems Identification**

Based on the background above, the problems found are:

1. How are the English teachers at Business and Management Program of *SMK Negeri* in South Jakarta's pedagogic, personality, professional, and social competences?
2. How do the teachers improve their competences?
3. What are the principal's roles in improving teachers' competences?

## **1.3. Research Questions**

From the problem identification mentioned above, the focused question is:

1. How are the English teachers at Business and Management Program of *SMK Negeri* in South Jakarta's pedagogic, personality, professional, and social competences?

## **1.4. Purpose of the study**

The purpose of this study was to obtain empirical data about the English teachers' competences at Business and Management Program of *SMK Negeri* in South Jakarta whether the English teachers have pedagogic, personality, professional, and social competences or not.

### **1.5. Scope of the study**

This study focuses on teachers' competences that is pedagogic, personality, professional, and social competences, especially English teachers' competences at Business and Management Program of 10 *SMK Negeri* in South Jakarta. The ten *SMK Negeri* are *SMKN 6* Jakarta, *SMKN 8* Jakarta, *SMKN 15* Jakarta, *SMKN 20* Jakarta, *SMKN 25* Jakarta, *SMKN 41* Jakarta, *SMKN 43* Jakarta, *SMKN 47* Jakarta, *SMKN 59* Jakarta, and *SMKN 62* Jakarta.

### **1.6. Time and Place of the Study**

This study was conducted at Business and Management Program of the 10 *SMK Negeri* in South Jakarta from November to December 2012.

### **1.7. Significance of the study**

This study would be benefit for the *SMK* English teachers in terms of giving them information about the competences in order to improve their competences. Furthermore, this study could also help school improvement by getting information about the teachers' competences. It is also hoped to become reference for other researchers who are interested in conducting similar research.