

CHAPTER I

INTRODUCTION

A. Background of the Study

Teacher is the agent of education. S/he directly interacts with the students, especially during teaching learning process. In transferring the knowledge to the students, teacher must have good qualification dealing with his/her competences. The quality of teacher's competence influences the quality of students whom s/he teaches. The low-level quality of education in Indonesia, then, is influenced by the quality of teacher's competence. Therefore, Indonesian government makes some decisions due to increase the quality of education, one of the ways is certification.

Yamin (2006: 2) states that certification is the process of giving certificate of teaching to the teacher and lecturer. It is formal evidence as the acknowledgement of professional personnel given to the teacher and lecturer. The Republic of Indonesia Law No. 14 of 2005 (*UU RI no 14 tahun 2005*) about lecturer and teacher gives broader views related to certification.

(1) Article 1 paragraph 1 (*pasal 1 ayat 1*): Certification is the process of giving certificate of teaching to the teacher and lecturer.

(2) Article 8: A teacher should have an academic qualification, competences, certificate of teaching, health both spiritually and physically, and also has the ability to realize the national education purpose.

(3) Article 11 paragraph 1: Certificate of teaching as has been mentioned in article 8 is given to the teacher who has accomplished the requirements.

(4) Article 16: A teacher who has certificate of teaching gets professional subsidy one time of his/her monthly salary, which is paid the government for teacher teaching both in state school and in private school.

In sump up, certification is the process of giving certificate of teaching to the teacher who has accomplished certain requirements. Those requirements are the things that a teacher should have. They are an academic qualification, competences, health both spiritually and physically. Moreover, a teacher should have the ability to realize the national education purpose. As a teacher has accomplished those requirements, s/he will get a certificate of teaching in which it is followed by the increasing of prosperity of a reasonably comfortable life.

There are two ways of teacher certifications, namely pre-service teacher certification "*sertifikasi guru prajabatan*" and in-service teacher certification "*sertifikasi guru dalam jabatan*". Pre-service teachers are they who graduate from Strata 1 (S1) or Diploma 4 (D4) of Teacher Training Instance (*Lembaga Pendidikan dan Tenaga Kependidikan/LPTK*) and non-Teacher Training Instance (non-*LPTK*) intended being teachers in which they have not taught yet. In-service teachers are they who have been civil state employers (*Pegawai Negeri Sipil/PNS*) and non-civil state employers in which they have taught in unit of education.

The certification of pre-service teacher is conducted through profession education in *LPTK*; meanwhile a certification of in-service teacher is conducted by competency test. Based on National Education Minister Rule No. 18 of 2007 (*Peraturan Menteri Pendidikan Nasional/Permendiknas No. 18 Tahun 2007*) about certification of in-service teacher, competency test for in duty-teacher is done through portfolio in which it is an acknowledgement of professional teacher's experiences in the form of giving scores through the documents representing teacher competence.

In-service teacher who accomplished portfolio evaluation gets the teaching certificate. Meanwhile, in-service teacher who fails in portfolio evaluation may do activities for accomplishing the portfolio or take Teacher Training Professional (*Pendidikan dan Latihan Profesi Guru/PLPG*) program, which is ended by conducting the accumulative test. Teachers who have passed the test will get teaching certification whereas they who fail is given the second change for taking *PLPG* program.

PLPG program is a program followed by in-service teachers for getting the certification of teaching. It is conducted by *LPTK* designated by government. Muhammadiyah University of Surakarta is one of the Universities that are designated for conducting *PLPG* Program. In 2010, Muhammadiyah University of Surakarta also has conducted *PLPG* for in-service teachers.

The last session of *PLPG* program is conducting competences test. It involves pedagogic competence, personality competence, social competence,

and professional competence. In professional competence, it includes the competence of mastering teaching materials. Besides that, dealing with English language, an English teacher is ought to have linguistic skills, namely listening, reading, speaking and writing.

Based on the competency standard of graduation (*Standar Kompetensi Lulusan/SKL*) of high school either in junior level or senior level, and their equal levels, the teaching materials are taught dealing with genre. There are many kinds of genre, for example, narrative, procedure, spoof, recount, hortatory, discussion, etc. The last three mentioned texts are those, which have been tested in *PLPG* program of Muhammadiyah University of Surakarta by taking consideration that those texts are representatives for knowing the teacher's competence in mastering genre text. When a teacher has comprehended those texts, it will be easier to comprehend the others.

From the writing genre text made by English teachers taking *PLPG* program of Muhammadiyah University of Surakarta that has been conducted in 2010, the teachers' competence in writing genre texts may vary. Thus, the writer lies her intention on "How are the teachers' competence in mastering writing genre text, under the research entitled **"Teacher's Competence in Writing Genre Text (A Case Study on Teachers Taking Teacher Training Professional Program of Muhammadiyah University of Surakarta in 2010)"**".

B. Problem Statement

The problem statement formulated for this research is “How are the teachers competence in mastering writing genre text made by teachers taking teacher training professional program of Muhammadiyah University of Surakarta in 2010”. The writer arises several subsidiary research problems as follows:

1. How is the teacher’s discourse competence in writing genre text?
2. How is the teacher’s linguistic competence in writing genre text?
3. What problems are mostly faced by teachers?

C. Objective of the Study

Based on the research problem, the purposes of the study are:

1. To describe the teacher’s discourse competence in writing genre text.
2. To describe the teacher’s linguistic competence in writing genre text.
3. To describe the problems faced mostly by teachers.

D. Limitation of the Study

To make the research paper clearly understood, the writer would like to limit the problems. The writer describes the teacher’s competence in writing text types made by English teachers taking teacher training professional program of Muhammadiyah University of Surakarta in 2010. The teacher’s competence in writing text types can be seen from the discourse competence and linguistic competence. Discourse competence is shown on

coherence, social function, and generic structure of the genre in the written text, meanwhile linguistic competence is shown on language features, vocabulary, and mechanics.

E. Benefit of the Study

The writer expected that this research will give some benefits, both theoretically and practically.

1. Practical Benefits:

- a. The finding of the research will be useful for knowing the English teachers' competence in writing genre text for those who taking teacher training professional program of Muhammadiyah University of Surakarta in 2010.
- b. It will give understanding about the mostly faced problems of the English teachers taking teacher training professional program of Muhammadiyah University of Surakarta dealing with writing genre text.

2. Theoretical Benefit

The result of this research can be used as input in teaching and writing study, especially in genre texts. In addition, it hopefully, leads the way for other researchers to do the correlated research, especially for new researchers.

F. Research Paper Organization

In order to have guidance for the readers in reading the whole contents, this research paper is organized as follows:

Chapter I is Introduction. It consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is Review of Related Literature. It covers previous study, general concept of teacher's competence in which includes the notion of teacher's competence and kinds of teacher's competence; general concepts of writing includes the notion of writing, the process of writing, and paragraph in writing; general concept of text which consist the notion of text, the notion of genre and text types; and the last, communicative competence.

Chapter III is Research Method. It consists of the type of the research, object of the study, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is Research Finding and Discussion.

Chapter V is Conclusion and Suggestion.