

## **ANALYSIS OF READINESS IN TEACHING ENGLISH CLASS AT SMAN 8 PINRANG**

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### **ABSTRACT**

The purpose of the research is to find out how prepared teachers are in teaching English in their main classes at SMAN 8 Pinrang. This research uses a descriptive qualitative method, with the population in this research being English teachers at SMAN 8 Pinrang. The sampling technique used total sampling, so that a sample of 4 English teachers at SMAN 8 Pinrang was obtained. The data collection technique used in this research was interviews and checklist observation. Interview analysis research shows that English teachers have quite good preparedness, and this is proven by how they can overcome problems during the teaching and learning process in class. Such as when students just sit quietly without any initiative to participate actively in the learning process, the teacher chooses a reward method and punishment to induce students to be more active in the learning process.

**Keywords:** ELT, Readiness Analysis, Teacher Readiness

### **INTRODUCTION**

Education is a universal activity in human life. Education is a common symptom in people's lives, but different views of life, different philosophies of life adopted by each nation or the community, cause differences in implementation, including differences in educational goals to be achieved by a nation or society (Uyoh, 2010).

Education is a process of human dignity towards the peak of potential optimization, cognitive, affective, and psychomotor (Mustaqim et al., 2021). Education is a process that guides, train, and trains humans to avoid or get out of ignorance and deception. Education is a metamorphosis of behavior towards maturity. Education can also be defined as an elevation process carried out in a non-discriminatory, dynamic, and intensive manner towards individual maturity, where the process is carried out in a canteen manner with adaptive and unlimited properties (Fuad, 2010).

Education as a system. Zahara Idris suggests that the system is a unit consisting of components or elements or elements as sources that have a functional relationship that is

regular, not just random, which help each other to achieve a result (*products*)(Fuad, 2010). The system is a unit of functionally interacting elements that takes input into output. This means that education is a unity of elements such as students, teachers, curriculum, media, and other elements that interact with each other based on their functions. Each of which processes input into output(Nugraheni, 2019). The purpose of education has a decisive position in educational activities. The purpose of education has two functions, namely providing direction to all academic activities and is something to be achieved by all educational activities(Uyoh, 2010).

According to the Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System states that education is a process of interaction between students and educators, and learning resources in a learning environment. As a system, national education has a clear goal, as stated in the education law that national education aims to educate the nation's life and develop a complete human being, namely a human who has faith and is devoted to God Almighty and has noble character, has knowledge and skills, physically and mentally healthy, strong and independent personality and social and national responsibility.

A profession is a job that, in carrying out its duties requires or requires *expertise*, using scientific techniques, and high dedication(Saks, 2012). This expertise is obtained from educational institutions that are specifically intended for that purpose, with a curriculum that can be accounted for. The definition of profession comes from the Latin, namely "*professio*," which has two meanings, including promises or pledges and work. However, if the meaning is expanded to become, profession can be defined as an activity, "anything" and carried out by "anyone" to earn a living, which is done with a certain skill. In a narrow sense, profession means activities that are carried out based on certain skills and at the same time are required to implement social norms properly(Hasanah, 2012). Kunandar stated that a profession is defined as a certain position or job that requires special knowledge and skills obtained from intensive academic education. So, a profession is a job or position that requires certain skills.

Teacher is a profession, which means a position that requires special skills as a teacher and cannot be done by just anyone outside the field of education(Hasanah, 2012). People who are good at speaking in certain fields cannot be called teachers. To become a teacher, special conditions are needed as a professional teacher who must master the ins and outs of education and teaching(Hargreaves & Fullan, 2015) with various other sciences that need to be fostered and developed through a certain period of education or pre-service education. The teaching and learning process is the core of the overall educational process, with the teacher as the main role holder(Korthagen, 2004). The role of the teacher is the creation of a series of interrelated

behaviors that are carried out in a particular situation and are related to the progress of behavioral change and the development of students who are the goal.

Ability in the teaching profession can be limited by a rational ability to achieve the required goals in accordance with the expected conditions (Humaeroah et al., 2022). As for the teacher's context, this ability can be translated as a description of the qualitative nature of teacher behavior that looks very meaningful. Thus, an ability in different professions requires different abilities. The ability in the teaching profession will be reflected in the experience of the competence of teacher. Teachers are required to be able to create a conducive learning atmosphere, and classroom management is the main concern. Through good classroom management, student learning conditions will also run as expected (Sardi et al., 2022). Students of the English Education Faculty of Tarbiyah and Teacher Training are students who are prepared to become prospective teachers for students in schools. As prospective teachers, students must have sufficient knowledge and expertise. This provision is needed by prospective teachers to be ready to become teachers who can impart knowledge and values and can provide good examples for students.

Becoming a competent teacher requires good preparation. Readiness is the level of development of maturity or maturity that is beneficial for practicing something (Ustundag et al., 2018). Readiness to become a teacher can be seen from the ability of students to carry out teacher duties and understanding of the competencies that must be possessed by a teacher (Bhargava & Pathy, 2011). Readiness to become a teacher can be seen from the mastery of four teacher competencies. The four competencies needed to become a teacher are pedagogic competence, personality competence, social competence, and professional competence (Sudarwanto & Sulistyowati, 2019). The four competencies, each of which has indicators in the form of various abilities that must be possessed by a teacher. Students as prospective teachers need to understand and try to master these abilities by continuing to learn and practice, so that after graduation, students are ready to become teachers.

The results of initial observations that have been carried out in October 2021 on English language education students show that on average, students already know the stages and elements in teaching, but students have not displayed these teaching skills optimally. Based on the description above, the researcher is interested in conducting a study entitled "*Analysis of Readiness in Teaching English Class*". This aims to find out how ready English language education students are as future educators.

## **RESEARCH METHOD**

In preparing the research "Analysis of Teacher Readiness in Teaching English Class" using qualitative research. Qualitative research means the process of exploring and understanding the meaning of individual and group behavior, describing social problems or human problems. This research process includes making research questions and developing research procedures and procedures that are still temporary.

Sharan B. and Merriam, in their book *Qualitative Research: A Guide to Design and Implementation*, state that: The purpose of qualitative research is to achieve an understanding of how people feel in their life processes, give meaning, and describe how people interpret their experiences (Sharan, 2009). Qualitative research methods are research based on the philosophy of postpositivism, used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and The results of qualitative research emphasize more on meaning than generalization (Hasanah, 2012).

## **FINDINGS AND DISCUSSION**

### **1. Findings**

#### **1.1. The Teacher's Readiness in Teaching English at SMA 8 Pinrang**

Readiness, in the context of teaching, is the integral condition of an individual that prepares them to respond or provide answers appropriately to the teaching situation. Adjusting conditions at a certain point can influence or tend to respond well to the dynamics of learning. In the results of the fourth interview with teachers at SMA 8 Pinrang, several types of readiness were found to be conducted when they are about to teach, including:

##### **1.1.1. Physical, Mental, and Emotional Conditions:**

Teachers who are physically healthy, mentally clear, and emotionally stable are more likely to be prepared to deliver lesson content effectively. A balance of physical, mental, and emotional conditions positively impacts a teacher's ability to respond to challenges in the classroom.

Regarding the interview findings on this matter, with question number 1: "What are you doing to increase your potential?"

- a. The first teacher revealed that "we need to know what our strengths and weaknesses are. One way is by asking other people how they view our personality because that can help discover other traits or characters that we never knew or were aware of before".

- b. The second teacher stated that “first, we have to know our potential. As the youngest teacher among other English teachers, I listen more to advice from fellow English teachers. I also ask a lot of questions about learning methods and reflect on what I think is still lacking and needs to be corrected after teaching in class”.
- c. The third teacher responded that “to increase our potential, we can be open-minded to suggestions and criticisms given by others. Also, as teachers, we can join the teacher community to better recognize the extent of the level of potential we have”.
- d. The fourth teacher mentioned that “there needs to be interaction between fellow educators to ask about their views on the abilities that exist within us because with that, we can know and evaluate things that are considered not good if they dominate in our personality as social beings”.

In the context of teaching English at SMA 8 Pinrang, the results of interviews with four teachers indicate that teacher readiness involves various types of preparations. These types of preparations include the physical, mental, and emotional conditions of the teachers. The teachers also revealed specific strategies and steps they take to enhance their preparedness before teaching. In conclusion, teacher preparedness encompasses specific types of measures that reflect their attention to the physical, mental, and emotional conditions before entering the classroom.

#### **1.1.2. Needs, Motivation, and Goals:**

Understanding students' needs, having high motivation, and setting clear goals help shape teacher readiness. Teachers with a deep understanding of learning objectives and motivation to achieve them are more effective in teaching.

Regarding the interview findings on this matter, with Question 2: “How do you motivate yourself and your colleagues to develop more?”

- a. The first teacher emphasizes the importance of not comparing potential with others. If other people succeed in achieving their dreams because of their potential, that success can serve as motivation. It suggests that similar dreams can be achieved with the potential one develops.
- b. The second teacher, being a relatively new English teacher, frequently poses questions and learns extensively from colleagues. The outcomes of their teaching sessions become valuable reference material for further personal development.
- c. The third teacher expresses a personal approach, focusing more on the process or goals to be undertaken and cultivating self-confidence.

- d. The fourth teacher advocates for not comparing abilities with others. The key is to concentrate on self-improvement, fostering positive aspects that encourage more qualified knowledge. Additionally, it involves letting go of insecurities about the achievements of others.

In the context of teaching English at SMA Negeri 8 Pinrang. Interviews with teachers show that teacher readiness involves various types of preparation, including needs, motivation, and goals. The teachers expressed that understanding students' needs, having high motivation, and setting clear understanding so that the education process can be carried out effectively, apart from not comparing things with questions and focusing more on developing a diet. One of the objections of the class

### **1.1.3. Other Skills, Knowledge, and Understanding that Have Been Learned:**

Teachers with strong teaching skills, in-depth knowledge of the subject matter, and an understanding of students' characteristics are better prepared to handle diversity in the classroom. Understanding skills, knowledge, and previously acquired understanding is a crucial foundation for developing effective teaching strategies.

Regarding the interview findings on this matter, with Question 4: "What kind of preparation do you do before teaching English in class?"

- a. The first teacher mentioned that "Prepare learning methods and media that will be used because the existence of media will help the teaching and learning process be conveyed properly".
- b. The second teacher stated that "the first is to prepare the material to be taught, then prepare the methods to be used and the media to be used later to support the learning process".
- c. The third responded that "Prepare teaching methods and materials".
- d. The fourth revealed "Prepare learning materials, enter class with enthusiasm and then greet students. Explain the material in their language so that students can easily understand learning and carry out evaluations every time they want to end a meeting".

Question 5: "What reference do you use to determine the learning material to be used in learning activities?"

The first teacher, second teacher, and third teacher responded that "RPP," and the fourth teacher responded "Learning syllabus and lesson plans".

Question 6: "How do you arrange learning materials that will be used in class?"

- a. The first teacher mentioned that “Learning materials should be relevant to the achievement of competency standards and basic competencies”.
- b. The second teacher stated that “Following the applicable competency standards and lesson plans”.
- c. The third responded that “Prepare teaching materials such as SK and KD and types of learning”.
- d. The fourth revealed “By paying attention to the material in the book and connecting with the problems that occur in social life”.

Question 13: “Do you relate the learning material to other relevant knowledge?”

All the teachers mentioned “Yes”. The fourth teacher gave an example such as vocabulary mastery of objects in the classroom or school environment.

In conclusion, the findings provide insights into the different aspects of teacher readiness and the strategies employed by English teachers at SMA 8 Pinrang. The readiness encompasses physical, mental, and emotional conditions, as well as motivation, goal-setting, and the application of various skills and knowledge in teaching. The teachers' commitment to continuous improvement and their awareness of individual and collective potential contribute to a dynamic and effective teaching environment.

### **1.2.The Teacher's Obstacles in Teaching English at SMA 8 Pinrang**

In teaching English at SMA 8 Pinrang, teachers often encounter several obstacles that affect the learning process. These obstacles can arise from various aspects, both internal and external. Some of the obstacles faced by English teachers in teaching English at SMA 8 Pinrang, based on interview results (question 7), include:

- a. The first teacher: Lack of preparation, diverse character of students, discovering students' talents and interests, and lack of concentration.
- b. The second teacher: Managing classes, less focus when teaching, discovering students' talents and interests.
- c. The third teacher: The obstacles were the lack of preparation for teaching and finding various kinds of student characteristics.
- d. The fourth teacher: Students feel bored during the learning process, face difficulties in managing classes, and have different student characteristics.

From the above issues, the researcher also found out how these teachers face the obstacles encountered during teaching (question 8), including:

- a. The first teacher: Carry out various kinds of learning methods while assessing the character and interests of students.

- b. The second teacher: Create a relaxing learning atmosphere.
- c. The third teacher: Using the reward and punishment learning method, giving prizes to students who are active and giving punishment to students who are not active.
- d. The fourth teacher: Insert games in each lesson or provide added value to students who are active in the learning process in class.

## **2. Discussion**

### **2.1. How is the teacher's readiness in teaching the English language**

Readiness is the overall condition of a person that makes them ready to respond in a certain way to a situation. Adjustments to conditions at some point will influence or tend to respond.

The requirements cover at least 3 aspects, namely:

1. physical, mental, and emotional conditions
2. Needs, motives, and goals.
3. Other skills, knowledge, and understanding that have been learned (Hasanah, 2012).

The balance of physical, mental, and emotional conditions has a positive impact on a teacher's ability to respond to challenges in the classroom so that the teacher is able to carry out the learning process effectively and efficiently.

The teacher's physical condition can be seen from the aspects of health, appearance and energy. Teachers who have good health will have strong physical endurance and be able to respond to various kinds of problems in the classroom, this is proven according to the results of interviews where researchers found that teachers at SMA Negeri 8 Pinrang were able to then solve various problems that occurred during the process. Learning such as when students are less active in the learning process, then the teacher is able to solve this problem by using the reward and punishment method so that students are more active in the learning process.

Apart from physical, mental and emotional conditions, teachers' needs, motives and goals also need to be considered, teachers who have strong needs and motives for teaching will be more enthusiastic and dedicated in carrying out the learning process in the classroom, teachers who have clear goals will be able to direct the learning process is more effective, at SMA Negeri 8 Pinrang itself the teachers are able to show this, such as the mutual support of fellow educators, then the strong willingness of teachers to develop and become better, this is marked by the teacher's willingness to continue to develop their potential to become better .

Teachers who have extensive knowledge will be able to provide more comprehensive explanations to students. Because the teacher has in-depth knowledge of subjects, materials, and an understanding of student characteristics (Jacob et al., 2020), so the teacher is able to prepare learning materials and media that suit student needs, the teacher is also able to overcome problems that occur when the learning process is carried out.

## **2.2. The obstacles in the process of teaching an English class**

Factors that hinder learning in the classroom originate from students and the school environment. Factors originating from students include attitudes towards learning, learning motivation, concentration and self-confidence, intelligence, study habits, and so on (Nugraheni, 2019).

At SMA Negeri 8 Pinrang itself, the obstacle is the attitude towards learning, where according to the teachers, students often stay quiet and sit in class, which then causes a lack of student interaction during the learning process, apart from that, the diverse character of students is also an obstacle for teachers to discover students' talents and interests, but again, the strong will of teachers to develop their potential, makes them able to overcome these obstacles, such as when students just sit and remain silent in class, teachers use several learning methods such as learning by relax so that students can have more freedom, implement a reward and punishment system so that students are more active in class, also use other more proactive methods to discover students' interests and talents.

## **CONCLUSION**

Teaching readiness is the ideal condition of a teacher who can carry out the learning process effectively and efficiently. This condition includes three aspects, namely: physical, mental and emotional conditions which include health, appearance, emotional intelligence, critical thinking skills, motivation, interest and the teacher's attitude, then aspects of needs, motives and conditions touch on things that encourage and direct teachers, physiological and social needs that are fulfilled, as well as clear personal and professional goals, fostering dedication and commitment to the teaching profession. Then there are other aspects of skills, knowledge and understanding which include basic skills such as communication, critical thinking and problem solving, as well as teaching skills such as planning, implementation and evaluation, and classroom management thanks to the high will and strong determination of teachers at SMA Negeri 8 Pinrang able to develop his abilities in all aspects so that he becomes better than before.

Barriers to teaching are not a strange thing for teachers, these obstacles can come from the teachers themselves, students and other external obstacles, at SMA Negeri 8 Pinrang itself, through the results of the researchers' findings, they can conclude that with determination and a strong will to become better making teachers at SMA Negeri 8 Pinrang able to overcome things that are obstacles to them in teaching English in class, for example: students just keep quiet and sit during the learning process, so the way the teacher overcomes this is by using various kinds of learning methods such as reward and punishment methods. learn in a relaxed manner so that students do not feel pressured, so they can explore freely during the learning process.

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