

CHAPTER 2

LITERATURE REVIEW

This chapter provides a brief explanation of the conceptual framework of professional competence in the Indonesian context and an overview of out-of-field teaching both in the worldwide context and the Indonesian context.

A. English Teachers' Professional Competence in the Indonesian Context

This section discusses the definition of professional competence, the indicators of professional competence outlined in the Attachment to the Minister of National Education's Regulation Number 16 of 2007, and previous studies related to the professional competence of English teachers in Indonesia.

Slastjonyn and Mischenko (in Turlybekov et al., 2024) defined professional competence as the sum of an individual's theoretical and practical readiness and capacity to do professional tasks. Meanwhile, Zakirah (2023) defined professional competence as the ability of a teacher to be proficient in a broad range of learning materials and to perform the tasks and responsibilities of the teaching profession with high abilities. In other words, professional competencies are a set of abilities that allow a teacher to function to the best of their ability in teaching. The following abilities are distinguished as components of professional competence by Kolesnikova et al.: fluency in the subject; ability to perceive and act systematically in pedagogical reality; ability to integrate one's activities with what has already been developed at the level of global pedagogical science as a whole; ability to generalize and transfer experience to others; ability to be creative and reflective (Turlybekov et al., 2024).

Different from the previous paragraph, in the Indonesian context, professional competence is defined by the Government Regulation of the Republic of Indonesia Number 74 (2008) about teachers. It is defined as a teacher's ability to master knowledge in the field of science, technology, and/or arts and culture that he/she teaches. There are five indicators of professional competence based on the Attachment to the Minister of National Education's Regulation Number 16 of 2007. They are (1) mastering the material, structure, concepts, and mindsets scientific

thinking patterns that support the subject being taught; (2) mastering standard competencies and basic competencies of the subject being taught; (3) developing learning materials that are taught in a creative way; (4) developing the professionalism continuously by taking reflective action; (5) and utilizing information and communication technology for self-development. Each indicator has a number of sub-indicators. The indicators and sub-indicators can be seen in the table below.

Table 1. Indicators of Teachers' Professional Competence (Permendiknas No. 16 of 2007)

No	Indicators	Sub-Indicators
1.	Mastering the material, structure, concepts, and mindsets of scientific thinking patterns that support the subject being taught.	1.1. Have a good knowledge of the various linguistic aspects of English (linguistic, discourse, sociolinguistic, and strategic). 1.2. Master spoken and written English, receptive and productive in all its communicative aspects (linguistic, discourse, sociolinguistic, and strategic).
2.	Mastering standard competencies and basic competencies of the subject being taught.	2.1. Understand the competency standards of the subject being taught. 2.2. Understand the basic competencies of the subject being taught. 2.3. Understand the learning objectives of the subject being taught.
3.	Developing learning materials that are taught in a creative way.	3.1. Determine the subjects to be taught according to the developmental level of the learners. 3.2. Creatively process the subject matter taught in accordance with the developmental level of the learners.
4.	Developing professionalism continuously by taking reflective action.	4.1. Conduct continuous reflection on own performance. 4.2. Utilize the results of reflection in order to improve professionalism. 4.3. Conduct classroom action research for professional improvement. 4.4. Keep up with the times by learning from various sources.

5. Utilizing information and communication technology for self-development.	5.1. Utilize information and communication technology in communication. 5.1. Utilize information and communication technology for self-development.
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Some studies have indicated that English teachers in Indonesia have varied levels of professional competence. Studies found that English teachers in some schools in Indonesia have a good level of professional competence (Nadia, 2020; Rinantanti et al., 2017; Zakirah, 2023). The teachers have competence in handling and preparing learning materials, using learning media, carrying out efficient evaluations to see student learning outcomes (Zakirah, 2023), mastery of subject matter, using English to communicate, mastering the standard and core competencies (Rinantanti et al., 2017), using ICT, using various teaching methods, mastery of material and concepts, and developing professionalism through reflective action (Azhar, 2016; Nadia, 2020).

However, some studies found that English teachers in some regions of Indonesia still have an insufficient level of professional competence. Sikki et al. (2013) found that more than 50% of 200 primary school English teachers in South Sulawesi are categorized as poor and fair. High school English teachers in Toraja, Indonesia, reported themselves to have only a fair level of professional competence (Panggua et al., 2017). Jabri (2017) found that English teachers' professional competence in Makassar is categorized as good enough. However, they have not met all indicators of professional competence. Syamsinar (2015) identified that vocational high school teachers in Gowa struggle with professional competence in ELT, including vocabulary, pronunciation, communication in English, difficulty in achieving the basic competence and learning objective, lesson planning, material selection and adaptation, lack of teacher development activities, utilizing ICT, and classroom management.

Considering that English teachers in some regions still have insufficient level of professional competence, proven by Sikki et al. (2013), Syamsinar (2015), Panggua et al. (2017), and Jabri (2017), the researcher is interested in investigating

the professional competence of English teachers with non-English educational background in Indonesian context by using five indicators of professional competence mentioned in the Attachment to the Minister of National Education's Regulation Number 16 (2007).

B. The Phenomenon of Out-of-Field Teaching

This section provides brief discussions of out-of-field teaching. It includes the definition, the phenomenon both in the worldwide and Indonesian context, the factors that contribute to this phenomenon, and previous studies related to this phenomenon in the Indonesian context, particularly in ELT.

The phenomenon known as "out-of-field teaching" occurs when educators teach a subject that is unrelated to their training or educational background (Ingersoll, 1998; Weldon, 2016). In Australia, 26% of teachers teach non-specialized subjects in years seven to ten (Weldon, 2016), and 24% of Western Australian teachers taught outside their expertise in 2007 and 2008 (McConney & Price, 2009). In Ireland, 48% of post-primary math teachers are out-of-field, according to Ní Ríordáin and Hannigan (2009). Richter et al. reported that 36% of German math teachers, 31% of biology teachers, 25% of chemistry teachers, and 34% of physics teachers in grade 9 are out-of-field teachers (cited in Bosse & Törner, 2014). According to a South African survey, all senior elementary and secondary school teachers taught subjects unrelated to their areas of expertise (Steyn & du Plessis, 2007). Of the 71,851 high school instructors in Korea in 2008, 1,625 were out-of-field. This number rose to 2,046 in 2010 but then fell to 1,229 in 2013 (Kim & Kim, 2013). Bayani and Guhao (2018) also found that this phenomenon occurs in every school in the Philippines. In Indonesia, according to Jakaria (2014), 54% of religion teachers nationwide and 21% of primary school classroom teachers in 33 provinces were out of the field in 2012. There were 20 non-linear teachers in junior high schools in Gunung Alip sub-district, Tanggamus, in 2015 (Sukma et al., 2016), 40% of teachers are non-linear in junior and senior high schools in Panai Hulu sub-district, Labuhan Batu district, North Sumatra (Handayani et al., 2023), and 10 teachers in one of the senior high schools in Surabaya (Wulandari et al., 2024). The former Head of the Ministry of Education

and Culture's Center for Curriculum and Learning, Awaluddin Tjalla, also mentioned that 30% of teachers in Indonesia experience a mismatch or incompatibility between the subjects taught and their educational background (Ramadhan, 2020).

Hobbs and Törner (2019) argued that there are many reasons why people teach outside of their expertise, but the main one is a lack of supply of qualified teachers. Roxas (2022) discovered that in the Philippines, there are teachers who handle subjects outside their expertise due to a shortage of teachers who match the subjects taught. However, researchers argued that out-of-field teaching is not due to a lack of qualified teachers but rather an unwise decision by school principals (Ingersoll, 1998; Steyn & du Plessis, 2007). To make it easier and less costly to address the issue of teacher shortage, school principals assign teachers to teach out-of-field subjects as they are legally allowed to assign them any subject (Bosse & Törner, 2014). Ní Ríordáin and Hannigan (2009) found that Irish school principals assign teachers from diverse backgrounds to teach mathematics due to teacher qualifications and availability. Additionally, Kim and Kim (2013) highlighted that in Korea, high schools have the autonomy to determine 20% of their curriculum, encouraging more teachers to teach out-of-field because their autonomy encouraged them to increase the number of unit hours dedicated to core subjects. In conclusion, there are a number of factors that contribute to out-of-field teaching, including teacher shortages, school principals' decisions, and school curriculum.

In Indonesia, out-of-field teaching is known as non-linearity or mismatch, which refers to the unsuitability between the teachers' educational background and the subject they teach (Jakaria, 2014). This phenomenon occurs in various fields, including ELT, where English teachers have no background in English education. This phenomenon raises concerns about the alignment between a teacher's qualifications and their teaching responsibilities, potentially impacting the quality of education provided to students. Nurkhasanah et al. (2023) found that students who are taught by non-English educational background teachers have difficulties in pronunciation, writing, and vocabulary mastery. Thus, English teachers with an

English education background are better able to manage the English teaching and learning process (Amalia et al., 2021).

Studies have found that English language teachers with non-English educational backgrounds face challenges in teaching, such as struggling with pronunciation, communication, facilities, students' resistance to studying in English, vocabulary, creative teaching techniques (Nurfadillah, 2015), developing lesson plans, implementing more student-centered activities (Utami, 2022), using ICT in teaching, and creating lesson plans (Dewi & Kurniawan, 2024). This is in line with prior studies that indicated that out-of-field teachers have challenges when it comes to lesson planning, creating activities, and mastering subjects that are outside of their areas of competence (Roxas, 2022). Teachers also face emotional obstacles, such as the feeling of insecurity and anxiety (Anselmo & Anselmo, 2024). They admit that formal professional development has no significant impact on their teaching and are assigned by the principal without continuous training (Dewi & Kurniawan, 2024; Utami, 2022). Additionally, English teachers with non-English education backgrounds do not meet all ten indicators of pedagogical competence outlined in the Attachment to the Minister of National Education's Regulation Number 16 of 2007 (Nurfadillah, 2015).

While previous studies mentioned earlier have indicated the pedagogical aspects and the challenges, there is little study that discuss the professional competence of English teachers with non-English educational backgrounds in teaching practices. Thus, this study tends to investigate the professional competence of English teachers with non-English educational backgrounds in the Indonesian context by using five indicators of professional competence outlined in the Attachment to the Minister of National Education's Regulation Number 16 of 2007.