

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

The data presented are the results of research data on the efforts of English teacher in developing professional competencies in the Banjarmasin MAN 2 MODEL and accompanied by supportive factors and obstructive to the efforts of English teacher in developing professional competencies. Furthermore, after researchers conducted research by conducting interviews and observations with English teacher, the data can be presented in accordance with the formulation of the problem, namely the efforts of English teachers in developing professional competence in Banjarmasin MAN 2 MODEL along with supportive factors and obstructive, namely as follows:

1. The Efforts of English Teacher in Developing Professional Competence in MAN 2 MODEL Banjarmasin

In an effort to develop professional competence, there have been several efforts made by English teacher. These are five components in professional competence that should be mastered by the teacher, as follows:

a. Mastery of English learning material

Based on the results of interviews with English teacher the researcher obtained information that English teacher in an effort to improve mastery of the material by having many reference books related to the material being taught as well as having textbooks from

various kinds of publishers. Based on interviews with researchers with English teacher, she said that in increasing knowledge to improve mastery of material, like to buy books to increase knowledge, and read it both at school when the class is empty or at home when relaxing. In addition, many have special textbooks for English language lessons.

Besides, in increasing her mastery of the material, she also often accesses the internet, both looking for articles, watching shows on YouTube and social media such as Facebook and Instagram to add insights related to the scientific mindset that supports English subjects. Based on interviews with researchers with English teachers, she said: *“I also often watch videos on YouTube, searching for videos that are suitable for learning there. Besides that, I access the internet to find material that I don't know.”*

Whereas based on observations, English teacher in terms of improving mastery of learning materials, before entering the class of English teacher are seen opening English books in accordance with the classes that will be entered later and opening reference books related to the learning that will be taught later.

When the learning process takes place, the English teacher also opens discussions with students to explore the knowledge possessed by students, so that it can also enrich the knowledge of English teachers who later can improve the mastery of English teachers on learning materials.

The researcher also looked at the observation, the English teacher could sometimes exchange ideas with students while in class, she could also instruct students to look for answers together.

b. Mastery of the standards of competence and basic competencies in English subjects.

Based on the result of interviews, English teacher in an effort to improve mastery of the basic competency and basic competencies of subjects / fields of development were taught by attending the subject teacher discussion (MGMP) English course by discussing follow English language teachers related to competency standards and basic competencies so that in preparation of learning programs in accordance with the expected goals.

Based on observations, it appears that English teacher has many English language teaching material books. English Language Teacher can be seen from syllabus before entering the class and choosing materials that are suitable for KI, KD and Learning Objectives.

c. The development of creative English learning materials.

Based on the result of interviews with English teacher, the researcher obtained information that the English teacher in an effort to develop creative learning materials, namely discussing with joining in MGMP of English teacher activities in English subjects besides that because she has many reference books related to the eyes her English

lessons add something that is not in the textbook, giving the task of reading to students other than those in the textbook. She also actively browses the internet to add material so that the existing material becomes interesting, such as searching for videos that are in accordance with the material. Based on interviews with researchers with English teachers, she said: *"So to develop English material creatively, I sort out the material that fits students, besides that I add the materials in the textbook with other materials that I get from reference books and from browsing the internet. In MGMP, we also discussed matters about learning strategies and methods that fit the material."*

English Language Teacher in an effort to improve the development of creative learning materials also attend seminars such as Workshop on Communicative Activities in Teaching English for six meetings, Seminar on Current Issues in English Language Teaching (ELT), Language laboratory training, Workshop on Professional Growth and Future Challenges in ELT.

d. Professional development in a sustainable manner by taking reflective actions.

Based on interview, English teacher in terms of increasing professionalism are by trying to certify professional teacher in the

field of English. In addition, English teacher also participated in English MGMP activities in 2012, 2014, 2014, 2015, 2016, and many also attended other education and training to improve professionalism as an English subject teacher. Based on the interview of the researcher with the English teacher, she said, *“After I finished teaching, I pondered about whether there was any material in the past, there were things that were left behind, if there were things that were lacking or missing in delivering the material, I conveyed the meeting next.”*

English teacher has just implemented Classroom Action Research (PTK). Based on the results of the observation the English teacher after learning ends and returns to the teacher council office, she evaluates what are the shortcomings or forgetfulness of delivering teaching materials and so on so that they can be delivered at the next meeting.

e. The use of information and communication technology to develop themselves.

English Language Teacher in an effort to improve the use of technology by using internet facilities to find teaching materials, references and questions related to English subjects. In addition, English teachers also open questions and answers via telephone, sms /

chat to students who want to discuss or ask English teachers about English language materials outside of school hours. Based on interview information and communication to develop themselves namely researchers with English language teachers, she said: *“I use it to look for materials or learning materials as additions that already exist in the textbooks and references, besides that I look for additional questions on the internet, I also watch videos from youtube and instagram about English problems opening questions and answers via chat for students, so students can send questions about learning.”*

Based on observations, it could be seen that English teacher has laptops to access the internet. English teacher also has cellphones that allowed chat applications to be installed by these devices. Before entering the class, English teacher accessed the internet either open websites or show the video available on the internet related to the material to be delivered. During the learning process, the teacher asked students to open their respective edmodo accounts, and the teacher always ask questions and have students answer them at edmodo.

- 2. Supportive and obstructive factors to the efforts of English teachers in developing professional competencies in MAN 2 MODEL Banjarmasin**
 - a. Supportive factors**

Based on the results of interviews, the supporting factors of the efforts of English teacher in improving professional competency are library facilities that have many English reference books, besides that there is a school Wi-Fi internet facility that makes it easier for teachers to access the internet to find references related to material learning. Based on the interviews to English teachers, she said: *“Here Alhamdulillah, this school has a library. Besides, Wi-Fi was also provided in language laboratory. Thus, the students could access the video smoothly.”*

In addition, the efforts did to develop professional competence, the Principal always allow English teacher if they want to attend seminars/training or continue to higher education and always support what is done and sought by English teacher. If the teacher wants permission to take part in training or seminars, it is definitely permitted. And also if there are teachers who want to continue their studies in S2, it is also permitted on condition that they do not interfere with class hours.

b. Obstructive factor

Based on interviews with English teacher, the obstructive factor of the efforts of English teacher in developing professional competence is the challenge of always making learning as interesting as possible, always creative, and not boring.

B. Discussion

Based on the data obtained both through observation which are interviews and documentation relating to the efforts of English teacher in professional competencies is as well as supporting and inhibiting factors in an effort to improve professional competence in MAN 2 MODEL Banjarmasin. As the researcher explained in the presentation of the data above, the researcher can carry out data analysis simply and so that later it can provide a clear picture of the data presented in the study. In order for this analysis to be more directed, the researcher presents it based on the predetermined issues. The analysis of data that the researchers put forward as follows:

1. The efforts of English teachers in developing professional competence in MAN 2 MODEL Banjarmasin, including:

a. Mastery of English learning material

According to Usman (1998), a teacher must play a role including being a student and scientist, which is always constantly demanding knowledge. Demanding knowledge can be done by reading books, accessing the internet and attending education and training.

Based on the results of observations and interviews with English teacher about the efforts of teachers to improve mastery of English learning materials, it was obtained information that English teacher had tried to improve her mastery of English language learning material.

b. Mastery of the standards of competence and basic competencies in English subjects

Hasanah (2012) said the role of the MGMP and the KKG was a forum for teachers to work together to overcome various difficulties and improve competence. Among the problems discussed in the MGMP are curricula which will later discuss SD and KD again or now on basic competencies in English subjects. 2013 curriculum core competency (KI) and basic competency (KD).

Based on the results of interviews and observations to English teacher regarding the efforts of teachers in increasing the mastery of KI and KD, English teachers have tried to master the matter.

c. Develop creative English learning material.

Increasing mastery and scientific development is something that must be done by the teacher. According to Jamil (2013), the methods carried out include participating in seminars and upgrading. In addition, MGMP activities can also play a role in improving the development of learning materials because in these activities the teacher can discuss with other teachers in solving problems related to learning.

Based on the results of interviews with English teacher regarding the efforts of teachers to improve the development of

creative learning materials, it was obtained information that the English teacher had tried to develop it.

d. The development of professionalism on an ongoing basis by taking Reflective actions

Increasing professionalism with reflective action can be done by conducting classroom action research (PTK), which aims to correct deficiencies in classroom learning by taking actions. In addition, according to Hasanah (2012), the efforts of teachers to improve teacher competencies from teacher initiatives in the form of continuing education levels, participating in MGMP / KKG activities, training, upgrading, continuous workshops by conducting reflective actions and seminars, improving performance.

Based on the results of observations and interviews with English teacher about the efforts of teachers in increasing their professionalism by taking reflective actions, information was obtained that the English teacher had implemented PTK, and followed MGMP / KKG, training, seminars and upgrading of English teachers.

e. The use of information and communication technology to develop themselves.

According to Suryanto and Asep education is now carried out using various means such as telephone, computer, internet, e-mail, and short message services. The interaction between teacher

and students is not only done through face-to-face relationships, but also by using these media. Teachers are required to be able to master and increase their mastery of these various facilities.

Based on the results of interviews and observations, English teacher have tried to improve the use of information and communication technology. Supporting factors and obstacles to the efforts of English teachers in improving professional competence in Banjarmasin MAN 2 MODEL.

2. Supportive and obstructive factors to the efforts of English teachers in developing professional competencies in MAN 2 MODEL Banjarmasin

a. Supportive factors

Based on interviews with English teachers the supportive factors obtained were:

1. Availability of adequate learning resources and references
2. Availability of facilities such as libraries, language laboratories, and the internet.
3. Support from the principal.

From the interview associated with a theory that revealed a number of supportive g factors in developing competencies, it is true that the teacher said that the availability of adequate learning resources and references is something that can support a teacher in developing her competence.

Besides that facilities such as libraries, language laboratories, and internet are also available, this is also a thing that can support. Principal support is very important for teachers in developing her competencies.

b. Obstructive factor

Based on interviews to English teachers the obstructive factors of the efforts of English teacher in improving professional competence is the challenge of:

1. Always making learning as interesting as possible,
2. Always creative, and not boring.

One of the supportive factors of the teacher's effort in developing his competence was the development profession of the teacher, teacher's attendance in various trainings, seminars, participating in the subject matter teacher discussion (MMP), based on an interview with an English teacher in improving professional competence, teacher should make learning process as interesting as possible, always creative, and not boring. Teachers should take a part in various trainings, seminars, participate and attend in subject teacher meetings (MMP). Teacher must really teach based on what has been obtained when participating in various trainings, seminars, attending in subject teacher meetings (MMP). If the obstructive factors such as making learning process always interesting or not boring, the only way to fix it is that teacher must motivate

themselves again so that Professional teacher of English in competence gets challenge of always making learning as possible, always creative, and not boring so that learning never feels burdened, because a teacher is obliged to teach according to the applicable provisions and make that challenge. To sum up, it continues to be better at teaching especially English lessons.