

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter attends the research results of data collection. The researcher describes about the research on the field based on teacher's teaching and students' answers. The data is presented in this part which was collected by using technique of data collecting that are observation and interview.

1. Professional competence of teacher in teaching English at the tenth grade of MA Al-Falah Puteri academic year 2018/2019

Based on the researcher observation from miss-matched teacher and students at A tenth grade of MA Al-Falah Puteri academic year 2018/2019 and interview to the miss-matched teacher, the researcher got information and experiences of teaching and learning especially for the professional competence of miss-matched teacher and strategies of miss-matched teacher to develop professional competence in teaching English.

By using observation to get the data about professional competence of miss-matched teacher, students' response, and strategies that are used by her. Also, the researcher interviewed miss-matched teacher outside

classroom at SMP Plus Citra Madinatul Ilmi. Miss-matched teacher answered quickly and she gave more explanation related to the questions.

a. The first meeting

The first meeting in the observation was held on January 27th, 2019 at 14.00 until 16.30 pm. Miss-matched teacher explained the material about word order loudly and she explained not only sitting on her chair but also standing in front of students. She developed the material by giving abbreviation in teaching such as the formula of word order: *DOECH* (Determiner, Ordinate, Epithet, Classifier, and Head), kinds of epithet *QuSiATePaShaCo* (Quality, Size, Age, Participle, Shape, and Color), kind of classifier *OloMaNoHe* (Origin location, Material, Noun, and Head), and gave the students some example related to the material surrounding them such as “two large brown wooden desks”.

In teaching grammar of simple present tense, past tense, and perfect tense, she asked the students to read the definition and formula of it in their books and power point. Then, she explained loudly and gave some examples related to the lesson. For example in teaching simple present, she used the name of students such as I, you, we, they eat banana and he, she, it, Amel eats banana. In simple past tense, she used the tenses song and movie for the perfect tense.

The song was:

Table 4.1

Time and Event	S	C	Pf	Pf.C
Present	I do	I am doing	I have done	I have been doing
Past	I did	I was doing	I had done	I had been doing
Future	I will do	I will be doing	I will have done	I will have been doing
Past Future	I would do	I would be doing	I would have done	I would have been doing

In recount text, she explained clearly the definition, function, and how to make recount text. She asked some students to read the example of recount text in their *Lembar Kerja Siswa* books and also she gave the other example or simple example besides book in power point.

In opening the lesson, she said *salam* and asked the students' condition. Then, she asked them to pray and open the lesson such as "lets open our lesson today by saying *basmalah*" and absence the

students one by one. She also told the learning objective to the students that they should achieve in learning and did brainstorming. In closing, she sometimes gave the students homework and asked them to conclude and make example related to the lesson. Then, she closed the lesson by saying “lets close our lesson today by reciting *hamdalah* together and *salam*”.

This data was supported by the data from the students that all students (100%) agreed that miss-matched teacher mastered the material in teaching to the students and used the time appropriately in opening and closing the teaching and learning process. This data was also in line of the interview result that miss-matched teacher always prepared the material in teaching and used time appropriately. She said that she studied the material before teaching, made lesson plan about how to open and close the lesson, and make learning objectives related to the curriculum. She also used the other sources to make the students understand easily in learning such as Basic Grammar, The Common of Vocabulary, and *Panduan Mudah Belajar Tenses* books.

Actually, she said that she memorized the material because she not only taught in senior high school but also in English dormitory for long time at morning and evening. Also, in teaching, she always used watch to see the time to open and close the lesson.

b. The second meeting

The second meeting in the observation was held on February 3rd, 2019 at 14.00 until 16.30 pm. In teaching and learning process, miss-matched teacher implemented the remedial teaching when the students had underscore and evaluated the students. In memorizing the formula of simple present tense and simple past tense, there were some students that they did not memorize the formula of simple present tense and simple past tense then she asked them to make 5 examples of simple present tense and simple past tense in positive, negative and interrogative, and they should collect in the next meeting.

She also assessed and evaluated the students by giving some questions related to the lesson in students' hand book, asking to conclude and make the example of the lesson. After the students answered the questions, they checked together and she gave score to them. The questions were:

- 1) Move – in – circle - a half – they
- 2) Traffic – the – like – do – not – I
- 3) Hungry – is – there – over – lion – the
- 4) Lizard – giant – a – is – komodo – a
- 5) For – can – what – I – do – you?

In addition, she always managed the classroom and asked the students to tidy up their chair before starting the lesson. In teaching

and learning process, she invited the students to sing a song of tenses, play game of Simon says, and watch movie of Harry Potter when she taught present perfect. For example in teaching simple present tense, she used the name of students such as I, you, we, they eat banana and he, she, it, Amel eats banana. She also used the name of student that she felt asleep in order to student was not sleepy. She also warned the students such as saying “*coba tolong bangunkan temannya disamping yang lagi ngantuk atau tertidur*”.

This data was supported by the data from the students that all students (100%) agreed that miss-matched teacher was able to assess and evaluate the students in teaching and manage the classroom. This data was also in line of the interview result that miss-matched teacher assessed and evaluated the students, managed the classroom, and created the conductive learning. She said that she assessed the students in involving the knowledge, skill, and attitude related to the curriculum. In teaching and learning process, if there was the students who had underscore she would do remedial to them such as giving the questions, memorizing, making examples and others. If there was student who did not attend to the class deliberately, she would decrease the score of diligence of them and if there were students came late, she gave them punishment to water the flowers in front of class or clean the classroom after learning.

c. The third meeting

The third meeting in the observation was held on February 10th, 2019 at 14.00 until 16.30 pm. In teaching and learning process, firstly miss-matched teacher explained the material then she asked the students read and made example related to the lesson. She sometimes used English language in teaching recount text and asked the students to listen and watch the movie before she explained the material. In teaching, she always gave many examples and more explanation related to the lesson so the students understood with the lesson

This data was supported by the data from the students that all students (100%) agreed that miss-matched teacher used the various methods in teaching. This data was also in line of the interview result that miss-matched teacher used various methods such as Grammar Translation method, Direct method and Audio Lingual method. She used grammar translation method in teaching tenses such as simple present, present continuous, present perfect, simple past, past continuous tense and other tenses, word order and others.

In direct method, she used to the lesson of descriptive text by asking students to describe the things around them such as classroom, their friend, and others. While Audio Lingual method was used by her to teach about song, movie, narrative text, and direct and indirect speech. In addition, she said if there was a student came late to the

class, she gave punishment to her and if there was a student did not attend the class, she would decrease her score.

d. The fourth meeting

The fourth meeting in the observation was held on February 17th, 2019 at 14.00 until 16.30 pm. Miss-matched teacher used the various media in teaching and learning process such as whiteboard, LCD, speaker, laptop, paper, books and around the classroom such as table, picture, and chair. In teaching present perfect, she invited the students to watch movie of Harry Potter.

This data was supported by the data from the students that all of students (100%) agreed that miss-matched teacher used media in teaching and most of students (75%) agreed that miss-matched teacher used library but she did not use laboratory in teaching and learning process. This data was also in line of the interview result that miss-matched teacher used media like LCD, book, laptop, whiteboard, speaker to do listening, and the things around the class. In listening section, she used speaker and students did in classroom because the school had not applied the English laboratory. Actually, she told that the teachers informed to the institution but the institution said that they still built dormitory. She also sometimes used the library when taught the students.

e. The fifth meeting

The fifth meeting in the observation was held on February 24th, 2019 at 14.00 until 16.30 pm. Miss-matched teacher gave the students helps and guidance in teaching and learning process. She always gave the students questions and chance to ask the material if they did not understand with the lesson. For example in teaching recount text, she asked some students to re-explain the definition of it and make example of recount text based on each their experiences, and in grammar, she asked them to memorize the formula of tenses in class. She also controlled, paid attention to the students and gave them that they did not memorize the formula to make 5 examples of simple present tense and simple past tense in positive, negative and interrogative, and they should collect in the next meeting.

This data was supported by the data from the students that all students (100%) agreed that miss-matched teacher gave guidance to the students if they did not understand the lesson and controlled students' learning process. This data was also in line of the interview result that miss-matched teacher usually gave guidance to the students who were difficult to understand the material like doing drill to make them remembering of the lesson and gave the example related to the lesson because some students usually understood the lesson but they could not answer question correctly and got under score. So, it made her to give many questions and example to the students while they

understand more and also the school provided the counseling to the students if they had problem about their learning or personal.

In addition, she helped the school in extracurricular program such as carrying out the education program in the school that provided English dormitory for the students. Besides English dormitory program, she also carried out Arabic, Calligraphy and *Amtsilati* program that were helped to other teachers and expert students. She also helped to control students' attendance, followed to help in counseling of breast cancer in Al-Falah hall.

f. The sixth meeting

The sixth meeting in the observation was held on March 3rd, 2019 at 14.00 until 16.30 pm. Miss-matched teacher always invited the students to think about the lesson. She asked them to guess the lesson that they wanted to learn. In present perfect, she showed the short movie of Harry Potter in episode 1 to the students for about 3 minutes before giving them the material and asked them to guess what they would learn so they could think about the lesson. The movie told about when Harry Potter's friend tried his magic but it was wrong and to make them burnt.

Then, there was a student answered that they would learn tenses because the movie used the simple present and simple past tense. In recount text, she gave statement to the students such as we usually told the story about we had ever experience to our friends or

others and it used simple past tense. Then, there was two students answered together that was recount text and there was also a student answered descriptive text. Therefore, she gave the right answer that was recount text.

This data was supported by the data from the students that most of students (80%) agreed that miss-matched teacher used approach in teaching and learning process like scientific thinking mastery. Also, in line of the interview result that miss-matched teacher reviewed and studied about the use of research method by reading of other research, material related to the research for example *Metode Penelitian Kualitatif dan Kuantitatif* books.

g. The seventh meeting

The seventh meeting in the observation was held on March 10th, 2019 at 14.00 until 16.30 pm. In teaching and learning process, miss-matched teacher explained the lesson loudly while all of students could listen to her explanation. She always gave questions to the students when they did not understand to the material and chance to them to ask the questions that they did not understand. She sometimes invited them to play a game of Simon says and sing together in order to students were active in learning.

This data was supported by the data from the students that most of students (80%) agreed that miss-matched teacher understand the characteristic of students well. This data was also in line of the

interview result that miss-matched teacher controlled every student to know the characteristic of them by giving question and paid attention to the students' activities because every student had many characteristics like active and self-contained. If there were students that were sleepy in learning, she invited them to play a game so it made them that were not bored or sleepy in learning.

She also explained the lesson clearly and loudly and gave many examples and questions while they understood more with the lesson. Furthermore, she usually gave some questions to the students that they were difficult to understand the material because it made them easy and fast to understand it. In addition, she also organized the school administration, helped to control the students' attendance and followed to help in counseling of breast cancer in Al-Falah hall.

h. The eighth meeting

The eighth meeting in the observation was held on March 17th, 2019 at 14.00 until 16.30 pm. Miss-matched teacher always did absence to the students before starting the lesson but when the time to teach which was not enough to teach, she just asked the students who did not attend to the class. Also, there was a student came late to the class in order to miss-matched teacher gave her punishment to water the flowers in front of class after learning process. In teaching recount text, she just asked 8 students to read their homework in front of class

while she did absence them because the time was not enough to teach the lesson.

This data was supported by the data from the students that all students (100%) agreed that miss-matched teacher was able to take decision and taught the students in accordance with technology developments. This data was also in line of the interview result that miss-matched teacher usually thought that she did right or not. For example, in classroom, if there was a student came late to the class, she gave punishment to her or if there was a student did not attend the class, she would decrease her score. Also, in making lesson plan, she was careful to use and select the media, method, strategy, material related to the curriculum while the students understood with the lesson and could achieve the learning objectives. In addition, she improved the professional mission such as teaching English in accordance with the current development and taught the students by using LCD, laptop, movie, song and power point. She said that she not only used the whiteboard in teaching.

2. The strategies that are teacher used to develop the teacher professional competence

Based on interview to miss-matched teacher, she used many strategies to develop the professional competence consist of:

- a. Miss-matched teacher studied English course in Pare Kediri. She said that she had ever studied for a year in Delta English course.

Meanwhile, she had ever studied for a month in Delta English, Genta English, Daffodils English, Marvelous English, Interpeace English and Cherry English course. Also for 20 days, she studied in Delta English, Genta English, Daffodils English, Marvelous English, Krisna English, Interpeace English, Harvard English, Awareness English, Ocean English, Cherry English and Mastering English course. In addition, she said that she often went to Pare and she also invited the students when they were holiday to learn English and Arabic course there.

- b. Miss-matched teacher usually bought and read English books. She said that when she had free time, she read some books and often bought books when she was in Pare Kediri. The books were *Pengelolaan Pembelajaran*, Golden Grammar A and B class, *Panduan Mudah Belajar Tenses*, Basic Grammar, English Pronunciation Learner's Pocket Book, The Common Vocabulary book, Top Tenses (*cara cepat membentuk dan memahami tenses*), Longman Handy Learner's Dictionary of American English, The Best Preparation Guide Smart TOEFL, K2K (*Konsep 2 Kejadian*), Let's Speak English, *Metode Penelitian*, and *Metode Penelitian Kuantitatif dan Kualitatif*.
- c. Miss-matched teacher attended seminar of How to be Professional English Teacher. She said that she not only attended English seminar but also others such as One Day Meeting with *Sheikh Madhat Ali* (Mr. Raihan), *Pembinaan Pondok Pesantren dan Madrasah IV Tingkat Provinsi Kalimantan Tengah*, *Ijtima' Ulama Komisi Fatwa MUI ke-6*

se Indonesia di Kalimantan Selatan, and Seminar Nasional Pernikahan Sirri di Kalimantan Selatan.

- d. Miss-matched teacher attended workshop. She said that she attended workshop about *Penilaian Kinerja (PK) Guru SMP Plus Citra Madinatul Ilmi Tahun 2019*. In addition, she usually asked with the other teachers, her friends and the English students that did the research in Al-Falah about knowledge such as media, method, and the new strategies in teaching that they had learnt.
- e. Miss-matched teacher also said that she attended of house training in SMP Plus Citra Madinatul Ilmi 2017/2018 about *Penilaian Kurikulum (K-13) Berbasis Aplikasi*.

B. Discussions

The researcher displayed the result of this research on the field from observation and interview. The data analyzed and reported systematically based on problem statement about professional competence of miss-matched teacher in teaching English at the tenth grade and the strategies to develop the professional competence in teaching English of Al-Falah boarding school for girls Banjarbaru South Kalimantan.

1. Teacher's professional competence in teaching English

This research aims to know the teacher's professional competence in teaching English at the tenth grade of Al-Falah boarding school for girls Banjarbaru South Kalimantan. From the observation to the miss-matched

teacher in classroom and interview to her, miss-matched teacher did almost all of the teacher professional competence points of Satori's theory in teaching and learning process, and outside teaching in the classroom.

Miss-matched teacher mastered the material related to the curriculum and learning objectives in teaching and learning process. The results of this research are also in accordance with the results of previous study by Azhar (2016, p. 64) stated that the teacher mastered the material and conveyed the learning objectives to the students at MA Madani Alauddin Pao-pao, Gowa South Kalimantan. That was also similar with Wahyudi (2012, pp. 26-36) said professional competence is a mastery of learning materials widely and deeply that it can guide the students fulfill the standards of competence, similar with Republic of Indonesia Government Regulation Number 74 of 2008 about the Teacher that explains the teacher's professional competence consists of the ability of material mastery and understanding of profession development and Danim (2010, p.24) said that professional competence consist of understand teaching materials in the school curriculum.

She taught to the students by using some teaching styles like abbreviation, watching and song so it made the students that had positive effect on students' motivation. It was similar with the result of previous study by Murti (2018) stated that teachers' professional competence and teaching style were very important in fostering students' motivation and to have positive effect to motivation of student. While doing the teaching and

learning process, she used various media and methods in teaching, and she had extensive knowledge but she did not use laboratory in teaching and learning process. That was similar to what Sudarma (2013, p. 132) said that professional competence has extensive knowledge of the subject matter that teacher's teaching selects and uses various teaching methods in his/her teaching and learning process and Mulyasa (2013, p. 135) said that professional competence can be identified as teacher professional competence scope that are to understand and apply the various teaching methods and able to develop and use the various tools, media, and other sources relevantly. The result of this research is in accordance with the result of the previous study by Syamsinar (2016, p. 11) stated that the teacher did not use the language laboratory in teaching at Vocational High Schools.

She invited the students to ask the question, evaluated, assessed, did remedial, helped the school by conducting the counseling and managed the school administration. It is similar with P3G (Proyek Pengembangan Pendidikan Guru) as cited in Ridho (2006, pp. 22&23) stated that teacher as a professional competence should master of material, educational foundation, assess to students' achievement, know the function of guidance program and counseling in the school, and use media and learning source.

She managed teaching and learning program and the classroom well. She controlled and created the conducive condition in teaching and learning process. That was similar with what Satori (2005, p. 2.24) pointed

out in his book of professional competence which is teacher professional competence should manage the teaching and learning program, and classroom to create the conducive learning climate, arrange the classroom layout, and implement the teaching and learning program. The result also was similar with Hamalik as cited in Ridho (2006, p.22) that teacher can be assessed competent professionally, if she/he is able to carry out his/her roles in classroom.

In addition, she could understand the students' characteristics in teaching and learning program by paying attention and controlling the students, and improve the professional missions by teaching the students in accordance with current development. It were similar with Suyanto and Jihad (2013, p. 39) as cited in Sunendang (2016, p. 24) stated that teacher is competent if she/he could have the understanding of students' characteristics and ability to develop professionalism and personality. It was also similar with Satori (2005, p. 2.30) that teacher should know the ability of students' entry behavior, understand students' characteristics, and improve the ability and perform the professional missions.

She used time appropriately in teaching and learning process when she opened and closed the lesson. She also was able to take decision when the time to teach the students which was not in accordance with lesson plan. That was similar with Satori (2005, p. 2.34) that the teacher should be able to use the appropriately and brave to take decision in teaching and learning process. In teaching and learning process, she invited the students

to think and guess about lesson and she understood the school function and organized the extracurricular program. That was similar with Republic of Indonesia Government Regulation number 72 of 2008 that teacher should be able to understand school functions and organize the learning material and Mulyasa (2013, p. 135) stated that teacher should understand and apply of educational foundation in philosophy, psychology, sociology and others.

She usually reviewed the research books and understood the management principle of educational institutions and program in the schools. It was also similar with P3G (*Proyek Pembangunan Pendidikan Guru*) that teacher should understand the principle and explain of educational research for teaching purposes and Satori (2005, p. 2.31) pointed out in his book of professional competence that understand the principles of management of educational institutions and programs in the schools and have insight on educational research.

2. The teacher's strategies to develop the professional competence in teaching English

This research aims to know and describe the teacher's strategies to develop the professional competence in teaching English at the tenth grade of Al-Falah boarding school for girls Banjarbaru South Kalimantan. From interview, the researcher got the research results on the field. Miss-matched teacher used some strategies to develop the teacher professional competence.

Miss-matched teacher studied English course at Pare Kediri almost every year. Besides it, she asked with others that had much knowledge and professional teacher in teaching English. That is similar with Firmadani (2017, p. 167) stated that in education, the developing teacher professionalism is a learning task and similar with Dalrohman (2016, p. 28) stated that one of the types of teacher professional competence development from Institution is short courses at colleges or other educational institutions.

She also attended the seminar and reading many books. It were similar with Firmadani (2017, p. 168) stated that one reason the teacher must need to instill a reading culture because it is an effort to increase teacher knowledge as an educator, so that it is expected to develop teacher professionalism. That was also similar with Dalrohman (2016, p. 24) that there is the type of teacher professional competence development as Independent teacher business which is reading and writing a journal or scientific work, and from institutions which is seminar.

She also attended training of *Penilaian Kurikulum (K-13) Berbasis Aplikasi* in SMP Plus Citra Madinatul Ilmi 2017/2018. That was similar with Ermita (2009) stated that training needs to be followed in enhancing professional skills which is training related to the implementation of teacher assignments especially in the implementation of learning, so that the teacher has experience, skills, and new knowledge about various problems in the implementation of teacher assignments both related to

mastery of subject matter and methods, constraints faced in implementing learning, including efforts to overcome them, and problems related to the implementation of evaluation or assessment of student learning outcomes. In addition, she also attended workshop of *Penilaian Kinerja (PK) Guru SMP Plus Citra Madinatul Ilmi Tahun 2019*. This was similar with Dalrohman (2016, p. 24) that there is the type of teacher professional competence development as from institutions which is workshop.

From the discussions presented by the researcher above, the researcher can be concluded that miss-matched teacher had professional competence in teaching English, even though; she was not graduated from English department. She also used some strategies to develop the teacher professional competence such as training, workshop, seminar, reading, studying or course and asking knowledge with others.