

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Pedagogical competence Of Senior High School English Teacher in Tanah

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1. Mastering students' characteristics

In mastering the characteristics of students, there are several indicators that must be considered by each teacher. The first is how the teacher can identify the learning characteristics of each student in their class. According to Jalal, it is important to understand the characteristics of student learning both physically, socially, culturally, emotionally, morally and intellectually. The secondly, teacher must be able to ensure that all students get the same opportunity to actively participate in learning activities. Teachers should not be discriminatory towards students and always be fair to them. Next teacher must be able to arrange class to provide equal learning opportunities for all students with different physical and learning disabilities. In this case the teacher must be able to be sensitive to student learning situations by forming student groups in a varied manner. Moreover teacher must try to find out the causes of deviant behavior of students to prevent that behavior does not harm other students. Because the teacher's job is as an educator, They must be firm. In addition, teacher helps to develop potential and overcome student deficiencies. In this case, the

teacher can interact more with students and open opportunities for students to show their potential or provide input to students so that they can become better. Finally, teachers must be able to pay attention to students with certain physical weaknesses in order to participate in learning activities. Thus, these students are not made fun of or excluded. This is important to do by the teacher to avoid the bladder which can disturb the personality and behavior of students.

Based on observations, all five teachers equally apply pedagogical competence in terms of mastering the characteristics of their specific learners in indicators: identification of learning characteristics of students in their class, ensuring that all students get the same opportunity to actively participate in learning activities, arranging classes for providing equal learning opportunities for all students with different physical and learning abilities, and paying attention to students with certain physical weaknesses and they can participate in learning activities so that students are not excluded or made fun of. However, the indicators know the causes of deviations in the behavior of students to prevent such behavior from harming other students had been done only by three teachers. Two other teachers claimed that they did not apply the indicator. Meanwhile the indicators for developing potential and overcoming students' solutions are also only done by three teachers. For the rest, they do not feel that they are able to develop their potential and handle student deficiencies.

Interview

A. The ability to motivate your students

1. Teacher A

The teacher said “ *There is intrinsic and motivation comes from within themselves with their own desires so what they want to be so what they want it and so on if from extrinsic it is done by the teacher by giving examples that if you want to be like this it is all in teacher assistance and teacher guidance counseling coupled with the help of and homeroom teacher so that they can all succeed and achieve that motivation*”

2. Teacher B

The teacher said “ *to motivating my students. I always advise them by saying they. Should be having a good spirit in learning. I sometimes give them on attractive game.*”

3. Teacher C

The teacher said “ *In order to motivate students so that students get awards so they went to study harder even through the answer is wrong we give applause or be given wise words such as good jobs, good luck like that. So he is motivate to learn because he can we give awards*”

4. Teacher D

The teacher said “ *Motivating students as we are in class as a teacher gives good appreciation to students who get bad grades we still give*

motivation and we provide solution how in the future after that even outside our class remain their best friend”

5. Teacher E

The teacher said *“Automatic motivation is a mandatory right because the teacher is not only to educate but to teach each student to have different characteristics and to have different ways of motivating students by approaching approaches such as speaking for example, in the classroom as a teacher outside trying as a friend to pry out motivation what they want that way we know and we will later input into the learning.*

2. Mastering learning theories and principles of educative learning

Teachers are required to master learning theories and principles of learning that educate students because they relate to the learning process in the classroom. Indicators that need to be considered by teachers in this pedagogical competence: the first is the teacher gives the opportunity for students to master learning materials based on their age and learning ability through the management of various learning processes and activities. In this case the teacher cannot provide material that is not in accordance with their level and their activities must be varied so that students are motivated to learn. Secondly, the teacher must always ensure the level of learners' understanding of certain learning materials and adjust certain learning activities. Next is based on this level of understanding, the teacher rush to deliver the material so that the learning process can run effectively and

efficiently. Moreover teacher must be able to explain the reasons for carrying out the activities or activities carried out both in accordance with and different from the plan related to learning success. This needs to be done because students must know the purpose why they have to learn the material. In Addition teacher must be able to use appropriate learning techniques related to learning success. The technique used must also be able to arouse students' learning motivation so they do not get bored quickly and are enthusiastic in understanding the learning process. Next, teacher needs to plan learning activities that are interrelated to one another by paying attention to the learning objectives and the learning process of students. In this case, the role of the lesson plan is very important to be prepared in advance so that the learning process becomes conducive. Finally, teachers must be able to pay attention to the responses of students who do not understand the learning material being taught and use it to improve the design of the next lesson. If students are still unable to understand the learning material, the teacher must act quickly and appropriately design a better lesson plan.

After observing the five teachers in the pedagogical competence, mastery of learning theory and learning principles that educate students, the five teachers together implement indicators in particular: giving students the opportunity to master learning materials based on their age and learning ability through the regulation of the learning process and varied activities, always ensuring the level of understanding of students towards certain

learning materials and adjusting the next learning activity based on the level of understanding, planning learning activities that are interrelated with one another, by paying attention to the learning objectives and the learning process of students and paying attention to the responses of students who do not understand learning material being taught and using it to improve the design of subsequent learning. However, on the indicator of the ability to explain the reasons for carrying out the activities, both based on and different from the plan related to the success of learning, only four teachers managed to do it while one teacher did not claim that he could do so. In addition, the indicators for the use of various techniques to motivate student learning had only been carried out by three teachers while the other two teachers rarely use various techniques to motivate students' learning abilities.

Interview

B. The ability to address students have different learning style

1. Teacher A

The teacher said “ *The teacher must identify the locations of weaknesses and strengths of new students the teacher groups with the learning system that their respond to and then students who experince the weaknesses are given additional and remedial lesson if they are not able to remedial again so that they are able to follow the learning as desired and in*

accordance with the learning indicators and competencies requested in 2013 curriculum “

2. Teacher B

The teacher said “ for the first time i would give my students illustration that for connected to my materials as our leaving forget. After that i make my students feel enjoyable in learning process. I combine the best way in order they will be able to get my main purpose “

3. Teacher C

The teacher said “ before the I am starts vthe lesson and greetings. I ask whether the conditions are ready or not. We start the lesson and ask about the situations and situation when the students in class, it lasts for five minutes”

4. Teacher D

The teacher said “ the function here is Classroom management where we have to provide a variety of learning styles. For example, we make a group discussion it can also be paired or make a seat arrangement face to face like that so as not to bore students when giving material”

5. Teacher E

The teacher said “ The style in the material actually varies because especially in my own field because people are different so we have different material and learning styles for delivery for example using small methods such as using discussion and others”

3. Curriculum development

In the process of teaching and learning, it is obvious that there is a foundation or learning framework or what we usually call it as the curriculum. However, sometimes the existing curriculum needs to be further developed by teachers for the achievement of educational goals. There are several indicators in curriculum development that teachers must pay attention to. The first is teacher must be able to compile a syllabus in accordance with the curriculum and should not deviate from the existing curriculum. The syllabus must contain details of activities to be carried out in the teaching and learning process. Secondly, the teacher is able to design lesson plans that are in accordance with the objectives of discussing certain teaching materials so that students can achieve the specified basic competencies. After the syllabus, it is important for the teacher to be more detailed in teaching and learning activities in the lesson plan so that teaching and learning process can be carried out properly. Next the teacher tries to follow the sequence of learning material by paying attention to the learning objectives. Obviously the learning objectives must be adjusted to the existing curriculum and syllabus. Finally, the teacher must choose learning materials that are appropriate to the learning objectives, up to date, based on the age and level of student learning ability, can be implemented in class and in accordance with the context of daily life.

Based on the results of the research conducted by the researcher through observation in curriculum development pedagogical competencies,

the results showed that teachers have diverse claims. In the indicator of the ability to prepare syllabus in accordance with the curriculum, only three teachers were able to do it. The other two teachers claimed that they had not been able to arrange syllabus that was in accordance with the curriculum. The next indicator is the design of learning plans in accordance with the syllabus to discuss certain teaching materials so that students can achieve the basic competencies set by three teachers only. The remaining two other teachers do not feel that they are able to achieve these indicators. In addition, the indicator of the ability of teachers to follow the sequence of learning materials by taking into account of the learning objectives, four teachers claimed they had done so. However, one teacher apparently has not been able to follow the sequence of learning materials with regard to learning objectives. The last indicator in the curriculum development pedagogical competence is the ability of teachers to choose learning materials that are in accordance with the learning objectives, appropriate and current, based on the age and level of students' learning abilities, can be implemented in class and in accordance with the context of everyday life, all five teacher applies this indicator together

Interview

C. The ability to develop your lesson plan based on up to date

1. Teacher A

The teacher said “ *Lesson plan for example reading comprehension for example if reading comprehension is made in Jakarta in Japan why not change it with arsyad teacher in Banjarmasin for example Muhammad zaini bin abdul ghani reading the text is focused on our area around the Dayak tribe for example so all that allows students to know reading before opening them again only know the stories they know the news they master the knowledge they understand, they just learn the language again is not a new problem and new knowledge of things they do not understand plus the lack of language difficulties. The lack of vocabulary plus the reading comprehension is not capable so they have difficulty in double infext.* ”

2. Teacher B

The teacher said “ *On of ways that I can use here to develop my lesson plan is I analyze a lot of references which are suitable and relevant to my material.i think that’s all my answers here I am sorry if I have given you shore answers only.* ”

3. Teacher C

The teacher said “ *There is a learning plan based on k13 through observation of the learning plan after that social conditions are usually sought through mobile, internet or other additional books do not have to book the package.* ”

4. Teacher D

The teacher said “ *So every month there is a meeting for MGMP subjects every time we have a problem we always share how to make lesson plant and develop the latest issues from the learning*”

5. Teacher E

The teacher said “ *If the lesson plant development is compulsory for teachers by the only way by means of MGMP, information in MGMP gets problems in each school we arrange in MGMP and MGMP we develop the material, how to become MGMP is a place to develop other than myself but in MGMP to unite the vision and mission in learning and MGMP is a teacher's education meeting.*”

4. Educative learning activities

In learning activities that educate students, there are several things that must be considered by the teacher. First, the teacher must be able to carry out learning activities in accordance with the design that has been prepared in full and the implementation of these activities indicates that the teacher understands the purpose. Secondly, the teacher implements learning activities that aim to help the learning process of students not to test so as to make students feel pressured. Next, teacher communicates new information for example additional material based on the age and level of student learning ability. Next teachers must be able to respond to mistakes made by students as a stage of the learning process, not merely mistakes that must be corrected. For example by knowing in advance other students agree or

disagree with the answer before giving an explanation of the correct answer. In addition, the teacher carries out learning activities according to the contents of the curriculum and relates them to the context of the daily life of students. Moreover, teachers do varied learning activities with sufficient time for learning activities that are appropriate to their age and level of learning ability and pay attention to students' attention. Next, teachers manage the class effectively without dominating or being busy with their own activities so that all the participants' time can be used productively. The teacher is able to apply audio-visual including computer to increase students' learning motivation in achieving learning objectives. In this case, the teacher must be able to adjust learning activities designed to class conditions. Next, the teacher gives students many opportunities to ask questions, practice, and interact with other students. Furthermore teacher is able to organize the implementation of learning activities systematically to help the learning process of students. For example, teachers can add new information after evaluating students' understanding of previous material. Finally, the teacher uses hearing aids or audio-visual to increase students' learning motivation in achieving learning goals.

After observing the five teachers, in the pedagogical competence, in the implementation of learning activities that educate students, the five teachers also have different claims. The diversity of these claims is very clear on certain indicators. As an indicator of the implementation of learning activities that aim to help the learning process of students not to test so as to

make students feel pressured, only four teachers are able to carry it out. While one teacher has not been able to implement these indicators. In the next indicator, the teacher's is able to communicate new information, for example additional material based on the age and level of learning ability of students is also only applied by only four teachers. One teacher has not been able to communicate the new information that is appropriate to the age and level of learning ability of students. In other indicators, namely the ability of teachers to carry out varied learning activities with sufficient time for learning activities that are appropriate to their age and level of learning ability and to maintain the attention of students, only four teachers succeed in doing these indicators. While one other teacher did not claim he was able to do the activity. In addition, the indicators of the teacher's ability to manage classes effectively without dominating or busy with their own activities so that all the time the participants can be used productively are done by three teachers. Whereas the other two teachers were apparently still busy with their own activities and were not yet able to manage the class effectively. In another indicator, the teacher's audio-visual ability to increase students' learning motivation in achieving learning goals and adjusting learning activities designed with classroom conditions, only one teacher is able to carry out audio-visual activities while four other teachers seem unable to rely on audio-visual to increase student motivation. In other indicators too, the teacher's ability to organize the implementation of learning activities systematically to help the learning process of students

such as adding new information after evaluating students' understanding of the previous material can only be achieved by three teachers. Two other teachers claimed that they could not carry out these indicators. And the last indicator is the ability of teachers to use teaching aids and audio visual to increase student motivation to achieve learning goals, only one teacher is able to use teaching aids such as audio visual. While the other four teachers rarely use these teaching aids especially in the form of audio visual.

However, the five teachers both believe and implement several indicators of the implementation of educational learning activities such as carrying out learning activities in accordance with the design that has been prepared in full and the implementation of these activities indicate that the teacher understands the objectives, addressing mistakes made by students as stages of the learning process not merely a mistake that must be corrected, and carrying out learning activities in accordance with the contents of the curriculum and relating it to the context of students' daily life.

Interview

D. The ability to improve learning materials when teaching in the class

1. Teacher A

The teacher said “ *The subject matter depends on the variation and the amount and the teacher who has to be professional so learning must make the target student the main target of the student can be knowledgeable*

students are happy students are motivated they move on their own with existing motivation the results will be maximal.”

2. Teacher B

The teacher said “ I use a lot of ways in improve my learning materials. I will change and develop my teaching methods hopefully it will make a change in the classroom.”

3. Teacher C

The teacher said ” Usually to improve learning. The material is usually made after the game is finished after the lesson so that students relax and enthusiasm for learning or provide pictures via the internet related or related to the subject matter.”

4. Teacher D

The teacher said “ We look at our material first, after that we develop it with existing capabilities, especially we see the material in the book, then after that we develop it according to videos or pictures that are relevant to the topic.”

5. Teacher E

The teacher said “ Using social media methods because students are included in learning groups. And students are given the latest information there, later there will be their development later, the material will add to their own thinking and critical power.”

5. Students’ potential development

Aside from being a teacher or educator, the teacher is also expected to be able to develop the potential of students in the teaching and learning process. The indicators that teachers need to pay attention to in developing the potential of students are: the first, teacher must be able to analyze learning outcomes based on all forms of assessment of each student to determine the level of progress of each student. Secondly teacher designs and implements learning activities that encourage students to learn according to their respective skills and learning patterns. The third is the teacher designs and implements learning activities to bring out students' creativity and critical thinking abilities. Next teacher actively helps students in the learning process by giving attention to each individual. Then the teacher can correctly identify the talents, interests, potential, and learning difficulties of each student. Furthermore, the teacher provides learning opportunities for students in accordance with their respective learning methods. Finally, the teacher focuses on interacting with students and encourages them to understand and use the information conveyed.

Based on observations of five teachers in two high schools, in the pedagogical competence of developing the potential of learners some teachers have similarities and also differences in developing the potential of students. In terms of similarity, the five teachers alike apply learning activities to bring out the creativity and critical thinking ability of students and actively help students in the learning process by paying attention to each individual. Nevertheless, some teachers certainly have different

treatments in developing students' potential. As in the indicator of the teacher's ability to analyze learning outcomes based on all forms of assessment of students to find out the level of progress each of them is only two teachers who are able to analyze it, while the other two teachers don't do the analysis. In the other indicators namely the ability of teachers to design and implement learning activities that encourage students to learn based on their skills and learning patterns, each is only applied by four teachers, while one teacher has not been able to carry out these indicators. Besides, the indicators of teacher's ability to correctly identify the talents, interests, potential and learning difficulties of each student, only one teacher was able to do so, while the other four teachers were apparently not able to identify talents, interests, potential, and difficulties student learning. In other indicators, such as the ability of teachers to provide learning opportunities to students based on their learning process, each is done by four teachers, while one teacher claims that he rarely gives students learning opportunities according to their learning. Then, the last indicator is the ability of teachers to focus attention on interactions with students and encourage them to understand and use the information conveyed is also only done by four teachers, while one teacher has not been able to implement it.

Interview

E. The ability to face students problems relate to their family or environment

1. Teacher A

The teacher said “ *Teacher leader is there as an innovator as a creator and as guide if a conflict is found, it means that a teacher must arrange it with a conflict management system how to find problems finding a way out so that the conflict can be muted so that it no longer occurs in the future*”

2. Teacher B

The teacher said “ *i would try to give my students and explanation the problem. I would say that problem in the family and invironment is a normal for every individual. I give them high spirit to my students will have unsurtendered motivation in taking their problems*”

3. Teacher C

The teacher said “ *usually the situation is seen first whether it supports or not. The child we wa for example in a certain room to the room Counseling Guidance we ask the problem what students usually want to just express the problem what happened to the students*”

4. Teacher D

The teacher said “ *during this time students if they have problems he is immediately summoned sometime students can hide their problems and thanks god did not find that which has problems with their families and enviromentt* “

5. Teacher E

The teacher said “ if the family in the enviroment are personally automatic with the student, what are the obstacles for the student if the gets into family problems, we automatically only provide benefits in the form of his experience at school if we are unable to give it to his teacher guidance counselling”

6. Communication with students

In the process of teaching and learning activity, it certainly can not be separated from the name of communication. without communication the teaching and learning process will become disoriented and disorganized. Therefore, teachers must be able to communicate with students continuously. Indicators in communication with students that must be carried out by the teacher. First, teacher uses questions to find out understanding and maintain student participation, including giving open questions that require students to answer with their ideas and knowledge. The secondly teacher must be able to pay attention and listen to all questions and responses of students, without interrupting, unless necessary to help and clarify the question or response. Next teacher responds to students' questions, correctly, and up-to-date, based on ethe learning objectives and curriculum content without embarrassing them. In addition, teacher presents learning activities that can foster good cooperation between students. Next, the teacher is able to listen and pay attention to all students' answers, both correct and considered wrong to measure the level of

understanding of students. Finally, the teacher gives attention to students' questions and responds to them completely and relevantly to eliminate confusion among students.

Interview

F. The ability to respond student Question and Complain

1. Teacher A

The teacher said “ *A teacher leader is there as an innovator as a creator and as guide if a conflict is found, it means that a teacher must arrange it with a conflict management system how to find problems finding a way out so that the conflict can be muted so that it no longer occurs in the future*”

2. Teacher B

The teacher said “ *I always say welcome for their complain. I never intimidate them. I believe that they will be able to get a meaning fullness about the materials*”

3. Teacher C

The teacher said “ *Usually the question is first thrown to other students we first throw the question who can answer it. For example, there is something we can explain, we respond to what is not yet appropriate to the question*”

4. Teacher D

The teacher said “ *Student responses often occur in class but the way to answer us is the teacher himself we are too smiling first or make an*

intermezzo in class then we throw the question then we take the right answer for the students”

5. Teacher E

The teacher said “ If the problem often occurs on average because students now they think more4 advanced because they have technology or social media we automatically have their own repercussions for example students take us students we can form the media about teacher questions that are not true actually o social media taht many incorrect statement so we give a problem or statement that is deemed to be wrong we give with our reference on the basis of the book or the book’s reference”

7. Assesment and evaluation

After doing the whole series of teaching and learning processes, it is clear that the teacher flows to provide an assessment and also an evaluation of the learning outcomes of students or of the ability to teach by themselves. There are several things that should be considered by the teacher in carrying out assessment and evaluation. First, the teacher prepares an assessment tool that suits the learning objectives to achieve certain competencies as written in the lesson plan. Secondly, teacher is able to carry out assessments with various techniques and types of assessment, in addition to formal assessments conducted by schools, and announce the results and their implications for students, about the level of understanding of learning material that has been and will be studied. Thirdly, the teacher is able to

analyze the results of the assessment to identify difficult topics or basic competencies so that the strengths of each student are known for remedial and enrichment purposes. Next teacher uses the input from students and reflects it to enhance further learning, and can prove it through notes, learning journals, lessons plan, supplementary materials, and so fourth. Finally, the teacher must utilize the results as material for compiling lesson plans that will be carried out next.

After conducting research observations on five teachers in two different high schools, the researcher found that in the pedagogical competence of communication with students, some teachers had the same claim but some were different. The same thing can be seen in the indicators of the teacher's ability to pay attention and listen to all questions and responses of students, without interrupting, except if needed to help or clarify the question or response, the teacher's ability to present learning activities that can foster good cooperation between students, the teacher's ability to listen and pay attention to all students' answers, both correct and considered wrong to measure the level of understanding of students, as well as the ability of teachers to pay attention to students' questions and respond to them completely and relevantly to eliminate confusion in learners.