

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion. The findings are designed to answer the research problem about students' perception towards English teacher trainees' competencies and English teacher trainees' level of competency while doing teaching practice at SMK Muhammadiyah 3 Banjarmasin and the discussion of the finding of this research.

#### **A. Findings**

There are two statements of the problem that have to answer on this research. The problems are how the students' perception towards English teacher trainees' competencies is and how the competency level of the English teacher trainees in teaching practice at SMK Muhammadiyah 3 Banjarmasin is. The data of this research are collected from questionnaire and interview. Questionnaire and interview are used for collecting data about student's perception towards English teacher trainees' while to know the competency level English teacher trainees in teaching practice at SMK Muhammadiyah 3 Banjarmasin the writer used questionnaire.

## 1. The Students' Perception towards English Teacher Trainees' Competencies in Teaching Practice at SMK Muhammadiyah 3 Banjarmasin.

The following, the writer will describe those students' perception towards their English teacher trainees' competencies in teaching practice according to the result of questionnaire and interview. The questionnaire consists of 23 questions that the writer gave to 75 students from certain classes which have taught by English teacher trainees of IAIN Antasari Banjarmasin academic year 2015/ 2016. Besides the questionnaire the writer also conducted an interview with the students. The writer conducted the interview on Tuesday, February 16<sup>th</sup> 2016. On the instrument of interview sheet, there are eight questions. In this section, the writer explains all of the items descriptively and comprehensively.

### a. English Teacher Trainee A

The result of English teacher trainee A about her professional competence can be seen from the following table.

**Table 4.1. Description of Professional Competence of English Teacher Trainee A**

| No | Indicators   | Yes    | No     |
|----|--|--------|--------|
| 1. | The teacher explains the lesson and gives relevant example in English.     | 70.67% | 29.33% |
| 2. | The teacher explains the connection from one material to another material. | 69.33% | 30.67% |
| 3. | The teacher knows the latest issue in teaching and learning material.      | 48%    | 52%    |
| 4. | Teacher applies some English language methods.                             | 62.67% | 37.33% |
| 5. | The teacher is able to use media and other learning sources.               | 72%    | 26.67% |

|    |   |        |        |
|----|---|--------|--------|
| 6. | The teacher explains the material interestingly and increases student's motivation. | 69.33% | 30.67% |
| 7. | The teacher speaks English fluently.  | 72%    | 28%    |

The above table showed that from seven indicators of professional competencies which the teacher should have, three indicators got good responses (more than 70% of the students agree with the statements) from students. They are: indicator 1, that is teacher explains the lesson and gives relevant example in English (70.67%), indicator 5, that is teacher is able to use media and other learning sources (72%) and indicator 7, that is teacher speaks English fluently (72%). Three other indicators of the professional competence of the teacher got below than 70%, they are: indicator 2, that is teacher explains the connection from one material to another material (69.33%), indicator 4, that is teacher applies some English language methods (62.67%) and indicator 6, that is teacher explains the material interestingly and increases student's motivation (69.33%). Interestingly, only one indicator got a fair response from the students, namely 52% of the students or the respondents stated that the teacher did not know the latest issue in teaching and learning materials.

According to the interview result (see appendix of interview sheet), in order to emphasize the students' perception towards teacher A professional competence, the writer asked some indicators of professional competence. In some indicators they stated that the teacher spoke English mixing with Bahasa Indonesia. "*lancar, campur bahasa*

*Indonesia dan bahasa Inggris*” (student A) and *“ibu PPL menggunakan bahasa Indonesia dan bahasa Inggris campur. Pertama menggunakan bahasa Inggris kemudian diterjemahkan ke bahasa Indonesia”* (student B).

In the fifth question of the interview sheet (see appendix), the writer asked, what kind of method or technique mostly used by the teacher was. According to the interview result the students stated: *“menjelaskan, games dan menebak materi”* (student A and B).

In the sixth question, the writer asked, whether the teacher explained the material clearly. According to the interview result, the student stated: *“guru menjelaskan materi dengan jelas”* (student A and B).

The result of English teacher trainee A about her pedagogical competence can be seen from the following table.

**Table 4.2. Description of Pedagogical Competence of English Teacher Trainee A**

| No | Indicators  | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher explains the lesson plan which consists of learning topic, learning material and learning task for every meeting. | 68%    | 32%    |
| 2. | The teacher tries to make students understand and practice the lesson.  | 73.33% | 26.67% |
| 3. | Teacher gives a test for students in the beginning of the meeting.  | 56%    | 44%    |
| 4. | Teacher gives students task after one material has finished discussing.   | 82.67% | 17.33% |
| 5. | The teacher creates a comfortable and conducive learning process in the classroom.  | 64%    | 34.67% |

|    |                                       |     |        |
|----|---------------------------------------|-----|--------|
| 6. | The teacher uses learning technology. | 80% | 18.67% |
|----|---------------------------------------|-----|--------|

Based on the students' response to six indicators which asked their perception about the teacher A pedagogical competence, generally the participants gave good response since three of six indicators are above 70%, they are indicator 2, that is teacher tries to make students understand and practice the lesson (73.33%), also it is very good response on the indicator 4, that is teacher gives students task after one material has finished discussing (82.67%) and indicator 6, that is teacher uses learning technology (80%), another two indicators are still in good response they are indicator 1, that is teacher explains the lesson plan which is consists of learning topic, learning material and learning task for every meeting (68%), indicator 5, teacher creates a comfortable and conducive learning process in the classroom (64%) and only 44% students response that the teacher does not give students test in the beginning of meeting.

While according to the students' response in an interview about some indicators of pedagogical competence, the writer asked whether the teacher prepared lesson plan before teaching. Based on the interview, the students stated: *"Mungkin, ibu PPL sering menunjukkan video, dan muridnya menebak mater iapa yang akan dipelajari"* (student A) and *"iya, tapi yang sering memakai laptop dan LCD"* (student B). It seemed that the students did not know about the lesson plan, but according to document (PPL report) the English teacher trainee used lesson plan.

In the second question (see appendix of interview sheet), the writer asked, whether the teacher always gave the test at the end of the lesson. The answer was “yes”, the teacher did the test at the end when one material had finished discussing. Students stated: “*iya, selalu menyediakan tes dan biasanya berkelompok*” (student A and student B).

In the third question (see appendix of interview sheet), the writer asked, whether the teacher used media in teaching and learning. According to the interview result, the students stated that the teacher used media such as Laptop, LCD, video and some animation. Like the statement of students “*iya sering ditampilkan animasi iklan*” (student A) and “*menggunakan laptop, LCD dan video*” (student B).

The result of English teacher trainee A about her personality competence can be seen from the following table.

**Table 4.3. Description of Personality Competence of English Teacher Trainee A**

| No | Indicators   | Yes    | No     |
|----|--|--------|--------|
| 1. | The teacher has good attitude and self-control in certain condition.                                   | 72%    | 28%    |
| 2. | The teacher should be a good example for his/her students.   | 84%    | 16%    |
| 3. | Teacher presents himself/herself as wise, authoritative leader and matures in personality.             | 68%    | 32%    |
| 4. | The teacher should have the work ethic, high responsibility and shows the unity between word and deed. | 70.67% | 29.33% |
| 5. | The teacher should be fair in treating students.   | 70.67% | 29.33% |

The table above showed that an English teacher trainee A has good personality since from the five indicators of personality competence that teacher should have. Thus mostly got good response (more than 70% students agree with the statements) from the students, they are, indicator 1 that is teacher has good attitude and self-control in certain condition (72%), indicator 4, that the teacher should have work ethic, high responsibility and shows the unity between word and deed (70.67%) and indicator 5, that is teacher should be fair in treating students (70.67%). In indicator 2, the teacher trainee got very good response about teacher should be a good example for his/her students (84%) and interestingly only one item response below 70% that is teacher presents himself as wise, authoritative leader and mature in personality (68%).

In the seventh question (see appendix sheet) of the interview, the writer asked, whether the teacher could be a role model for students. According to the interview, the students agreed that the teacher could be a role model. They said, "*bisa aja, orangnya peduli terhadap murid dan sering membantu jika muridnya tidak faham*" (student A and B).

The result of English teacher trainee A about her social competence can be seen from the following table.

**Table 4.4. Description of Social Competence of English Teacher Trainee A**

| No | Indicators  | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher should have tolerance for diversity students.   | 73.33% | 26.67% |
| 2. | The teacher has the ability to interact effective, empathic toward teachers, students and school staff. | 74.67% | 25.33% |
| 3. | The teacher is able to accept criticisms, suggestions and opinions from others.                         | 68%    | 32%    |
| 4. | The teacher is able to communicate or giving opinion orally or written.                                 | 77.33% | 22.67% |
| 5. | The teacher knows his/her students well.  | 70.67% | 29.33% |

The above table showed that from five indicators of social competencies which the teacher should have, four categories got positive responses (more than 70% of the students agree with the statements) from the students. They are: indicator 1, that is teacher should have tolerance for diversity students (73.33%), indicator 2, that is teacher has the ability to interact effective, empathic toward teachers, students and school staff (74.67%), indicator 4, that the teacher is able to communicate or giving opinion orally or written (77.33%) and indicator 5, that the teacher knows his/her students well (70.67%) and only 68% students response that teacher is able to accept criticisms, suggestions and opinions from others. In the last question of the interview, the writer asked whether the teacher knows her students. According to the result of the interview to the students, they perceive that the teacher knows all of her students. “*ibu PPL mengenal dengan baik muridnya*” (student A and B).

### b. English Teacher Trainee B

The result of English teacher trainee B about her professional competence can be seen from the following table.

**Table 4.5. Description of Professional Competence of English Teacher Trainee B**

| No. | Indicators  | Yes    | No     |
|-----|---|--------|--------|
| 1.  | The teacher explains the lesson and gives relevant example in English.              | 85.33% | 14.67% |
| 2.  | The teacher explains the connection from one material to another material.          | 78.67% | 21.33% |
| 3.  | The teacher knows the latest issue in teaching and learning material.               | 58.67% | 41.33% |
| 4.  | Teacher applies some English language methods.                                      | 73.33% | 26.67% |
| 5.  | The teacher is able to use media and other learning sources.                        | 85.33% | 14.67% |
| 6.  | The teacher explains the material interestingly and increases student's motivation. | 81.33% | 18.67% |
| 7.  | Teacher speaks English fluently   | 80%    | 20%    |

The above table showed that from seven indicators of professional competencies which the teacher should have, four indicators got very good responses (more than 80% of the students agree with the statements). They are: indicator 1, that is teacher explains the lesson and give relevant example in English (85.33%), indicator 5, that the teacher is able to use media and other learning sources (85.33%), indicator 6, that the teacher explains the material interestingly and increases student's motivation (81.33%) and indicator 7, that is teacher speaks English fluently (80%). Three other indicators of the professional competence of the English teacher trainee got good response (below than 80%). They are: indicator 2, that the teacher explains the connection from one

material to another material (78.67%), indicator 4, that the teacher applies some English language methods (73.33%). Interestingly, only one indicator got a fair response from the students, namely 58.67% of the students or the respondents stated that the teacher does not know the latest issue in teaching and learning materials.

According to the interview result (see appendix of interview sheet), in order to emphasize the students' perception towards teacher B professional competence, the writer asked some indicators of professional competence. In the fourth question, the writer asked, whether the teacher spoke English fluently. Based on the interview result, the students agreed that the teacher spoke English fluently. Students said: *"lancar tidak terbata bata dan suaranya nyaring"* (student C and D).

In the fifth question, the writer asked, what kind of method or technique that mostly used by the teacher was. According to the interview result, the students stated: *"menggunakan video dan tanya jawab yang mengasikkan"* (student C) and *"metode tanya jawab dan mengulang pelajaran sampai jelas"* (student D).

In the sixth question, the writer had asked, whether the teacher explained the material clearly. According to the interview result, the students stated the teacher explain the material clearly. The students said, *"jelas, suara kencang dan tidak gugup"* (student C and D).

The result of English teacher trainee B about her pedagogical competence can be seen from the following table.

**Table 4.6. Description of Pedagogical Competence of English Teacher Trainee B**

| No. | Indicators  | Yes    | No     |
|-----|---|--------|--------|
| 1.  | The teacher explains the lesson plan which consists of learning topic, learning material and learning task for every meeting. | 76%    | 24%    |
| 2.  | The teacher tries to make students understand and practice the lesson.  | 89.33% | 10.67% |
| 3.  | Teacher gives a test for students in the beginning of the meeting.  | 53.33% | 46.67% |
| 4.  | Teacher gives students task after one material has finished discussing.   | 88%    | 12%    |
| 5.  | The teacher creates a comfortable and conducive learning process in the classroom.  | 81.33% | 18.67% |
| 6.  | The teacher uses learning technology.   | 84%    | 14.67% |

Based on the students' response to six indicators which asked their opinion about teacher trainee B pedagogical competence, generally the participants give a very good response since four of six indicators are above 80%. They are indicator 2, that is teacher tries to make students understand and practice the lesson (89.33%), indicator 4, teacher gives students task after one material has finished discussing (88%), indicator 5, that the teacher creates a comfortable and conducive learning process in the classroom (81.33%) and indicator 6, that is teacher uses learning technology (84%). In indicator 1, got good response, that is teacher explains the lesson plan which consists of learning topic, learning material and learning task for every meeting (76%) and only 46.67% students gave fair response about the teacher does not give students test in the beginning of the meeting.

While according to the students response in an interview about some indicators of pedagogical competence, the writer asked whether the teacher prepared lesson plan before teaching. Based on the interview, the students stated: *“iya, pembelajaranya selalu detail dan terperinci”* (student C) and *“iya, selalu mempersiapkan dengan matang”* (student D).

In the second question, the writer asked, whether the teacher always gave the test at the end of the lesson. The answer yes, the teacher gave the test at the end when one material had finished discussing. Students stated: *“selalu ada soal yang diberikan minimal 5 atau 10 soal”* (student C) and *“iya, selalu untuk memperjelas materi”* (student D).

In the third question, the writer asked, whether the teacher used media in teaching and learning process. According to interview result, the students stated that the teacher use media. Students said, *“selalu menggunakan teknologi yang ada misalnya, Laptop dan LCD”* (student C) and *“lumayan sering, contohnya LCD dan properti dari karton”* (student D).

The result of English teacher trainee B about her personality competence can be seen from the following table.

**Table 4.7. Description of Personality Competence of English Teacher Trainee B**

| No | Indicators   | Yes    | No     |
|----|--|--------|--------|
| 1. | The teacher has good attitude and self-control in certain condition.                                   | 80%    | 20%    |
| 2. | The teacher should be a good example for his/her students.   | 85.33% | 14.67% |
| 3. | Teacher presents himself/herself as wise, authoritative leader and matures in personality.             | 76%    | 24%    |
| 4. | The teacher should have the work ethic, high responsibility and shows the unity between word and deed. | 84%    | 16%    |
| 5. | The teacher should be fair in treating students.   | 73.33% | 26.67% |

The table above showed that English teacher trainee B has a very good personality since from the five categories of personality competence that teacher should have. She mostly got a positive response (more than 80% students gave very good response with the statements). They are, indicator 1 teacher has good attitude and self-control in certain condition (80%), indicator 2, teacher should be a good example for his/her students (85.33%), indicator 4, that is teacher should have work ethic, high responsibility and shows the unity between word and deed (84%) and two other got good response. They are indicator 3, that is teacher presents himself/herself as wise, authoritative leader and mature in personality (76%) and indicator 5, that is a teacher should be fair in treating students (73.33%).

While in the interview result (see appendix of interview sheet), the writer asked, whether the teacher could be a role model for students.

According to the interview result, the students agreed that the teacher could be a role model for students. They said, “*Kakak PPL orangnya rajin dan sopan*” (student C) and “*bisa dijadikan contoh/teladan, karena sikap yang ramah dan baik*” (student D).

The result of English teacher trainee B about her social competence can be seen from the following table.

**Table 4.8. Description of Social Competence of English Teacher Trainee B**

| No | Indicators  | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher should have tolerance for diversity student.  | 70.67% | 29.33% |
| 2. | The teacher has the ability to interact effective, empathic toward teachers, students and school staff. | 82.67% | 17.33% |
| 3. | The teacher is able to accept criticisms, suggestions and opinions from others.                         | 76%    | 24%    |
| 4. | The teacher is able to communicate or giving opinion orally or written.                                 | 76%    | 24%    |
| 5. | The teacher knows his/her students well.  | 76%    | 24%    |

The above table showed that from five indicators of social competence which the teacher should have, all categories got good responses (more than 70% of the students agree with the statements) from the students. They are: indicator 1, that a teacher should have tolerance for diversity students (70.67%), indicator 3, students response that teacher is able to accept criticisms, suggestions and opinions from others (76%), indicator 4, teacher is able to communicate or giving opinion orally or written (76%) and indicator 5, that is teacher knows his/her students well (76%). In indicator 2, teacher got very good

response, that is a teacher has the ability to interact effective, empathic toward teachers, students and school staff (82.67%).

While, in the last question of the interview to students that encounter personality competence, the writer asked whether the teacher knew her students well. According to the interview result, the student perceived that the teacher knew her students. The student said, “*ada sebagian tapi bisa akrab dan mudah bergaul dengan siapa aja*” (student D).

### c. English Teacher Trainee C

The result of English teacher trainee C about his professional competence can be seen from the following table

**Table 4.9. Description of Professional Competence of English Teacher Trainee C**

| No | Indicators  | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher explains the lesson and gives relevant example in English.              | 70.67% | 29.33% |
| 2. | The teacher explains the connection from one material to another material.          | 66.67% | 33.33% |
| 3. | The teacher knows the latest issue in teaching and learning material.               | 49.33% | 50.67% |
| 4. | Teacher applies some English language methods.                                      | 64%    | 36%    |
| 5. | The teacher is able to use media and other learning sources.                        | 77.33% | 22.67% |
| 6. | The teacher explains the material interestingly and increases student's motivation. | 69.33% | 30.67% |
| 7. | Teacher speaks English fluently   | 58.67% | 41.33% |

The table showed that from seven indicators of professional competencies which the teacher should have, two categories got good

responses (more than 70% of the students agree with the statements) from the students. They are: indicator 1, that teacher explains the lesson and gives relevant example in English (70.67%), indicator 5, the teacher is able to use media and other learning sources (77.33%), three others are below 70%. They are indicator 2, that teacher explains the connection from one material to another material (66.67%), indicator 4, that teacher applies some English language methods (64%), indicator 6, that is teacher explains the material interestingly, and increases student's motivation (69.33%) and interestingly only 41, 33% of students stated that the teacher does not speak English fluently and 50, 67% of students stated that teacher does not know the latest issue in teaching and learning material.

According to the interview result (see appendix of interview sheet), in order to emphasize the students' perception towards teacher C professional competence, the writer asked some indicators of professional competence. In the fourth question (see appendix of interview sheet), the writer had asked, whether the teacher spoke English fluently. According to the interview result, the student stated that the teacher spoke English mixing with Bahasa Indonesia. Students said *"kakak PPL itu suka mencampur bahasa dan kadang suka bikin candaan"* (student E and F).

In the fifth question, the writer asked, what kind of method or technique that mostly used by the teacher was. According the interview

result, the student stated “*bermain games*” (student F). It seemed that the student didn’t know about method or technique used by the teacher.

In the sixth question, the writer asked, whether the teacher explained the material clearly. According to the interview result, the student stated: “*kadang menjelaskan dengan jelas dan kadang tidak*” (student E and F).

The result of English teacher trainee C about his pedagogical competence can be seen from the following table.

**Table 4.10. Description of Pedagogical Competence of English Teacher Trainee C**

| No | Indicators  | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher explains the lesson plan which consists of learning topic, learning material and learning task for every meeting. | 69.33% | 30.67% |
| 2. | The teacher tries to make students understand and practice the lesson.  | 85.33% | 14.67% |
| 3. | Teacher gives a test for students in the beginning of the meeting.  | 52%    | 48%    |
| 4. | Teacher gives students task, after one material has finished discussing.  | 82.67% | 17.33% |
| 5. | The teacher creates a comfortable and conducive learning process in the classroom.  | 77.33% | 22.67% |
| 6. | The teacher uses learning technology.   | 76%    | 24%    |

Based on the students’ response to six indicators which asked their perception about teacher trainee C pedagogical competence, the participants gave very good response toward two indicators (more than 80%). They are: indicator 2, that teacher tries to make students understand and practice the lesson (85.33%), indicator 4, the teacher

gives students task after one material has finished discussing (82.67%). The teacher also got good response (more than 70%). They are: indicator 5, the teacher creates a comfortable and conducive learning process in the classroom (77.33%) and indicator 6, that teacher uses learning technology (76%) and two indicators are below 70%. They are: indicator 1, the teacher explains the lesson plan which consists of learning topic, learning material and learning task for every meeting (69.33%) and indicator 3, that teacher gives for students test in the beginning of meeting (52%).

In the first question, the writer asked, whether the teacher prepared a lesson plan. Based on the interview, the students stated that the teacher prepared lesson plan since all the activities are systematic. The student responded, *“iya, dia selalu mempersiapkan rencana pembelajaran”* (student F).

In the second question, the writer asked, whether the teacher always gave the test at the end of the lesson. The answer was “yes”, the teacher gave the test at the end of the lesson. Like the student said, *“iya, dan bentuk soalnya tertulis dan kami disuruh maju kedepan”* (student E).

In the third question, the writer asked, whether the teacher used media in teaching and learning the process. According the interview result, the students stated that the teacher used media such as Laptop and LCD. *“kadang menggunakan media LCD dan kadang tidak*

*menggunakan media*” (student F). It seemed that the English teacher trainee C didn’t prepare media or learning tool when he was teaching.

The result of English teacher trainee C about his personality competence can be seen from the following table.

**Table 4.11. Description of Personality Competence of English Teacher Trainee C**

| No | Indicators  | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher has good attitude and self-control in certain condition.                                  | 69.33% | 30.67% |
| 2. | The teacher should be a good example for his/her students.  | 80%    | 20%    |
| 3. | Teacher presents himself/herself as wise, authoritative leader and matures in personality.            | 80%    | 20%    |
| 4. | The teacher should have the work ethic, high responsibility and show the unity between word and deed. | 69.33% | 30.67% |
| 5. | The teacher should be fair in treating students.  | 64%    | 36%    |

The table above showed that English teacher trainees C got very good response from student toward two indicators. They are: indicator 2, that teacher should be a good example for his/her students (80%) and indicator3, the teacher presents himself/herself as wise, authoritative leader and matures in personality (80%). Three others got good response. They are, indicator 1, that teacher has good attitude and self-control in certain condition (69.33%), indicator 4, that is teacher should have the work ethic, high responsibility and show the unity between word and deed (69.33%) and item 5 teacher should be fair in treating students (64%) .

In the seventh question, the writer asked whether the teacher could be a role model for students. Based on interview result, the students agreed that the teacher could be a role model. Like they said, “*bisa, seorang pemimpin dan bertanggung jawab*” (student E) and “*bias dijadikan contoh yang baik*” (student F).

The result of English teacher trainee C about his social competence can be seen from the following table.

**Table 4.12. Description of Social Competence of English Teacher Trainee C**

| No | Indicators  | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher should have tolerance for diversity student.  | 72%    | 28%    |
| 2. | The teacher has the ability to interact effective, empathic toward teachers, students and school staff. | 69.33% | 30.67% |
| 3. | The teacher is being able to accept criticisms, suggestions and opinions from others.                   | 66.67% | 33.33% |
| 4. | The teacher is able to communicate or giving opinion orally or written.                                 | 78.66% | 22.67% |
| 5. | The teacher knows his/her students well.  | 74.67% | 25.33% |

The above table showed that from five indicators of social competencies which the teacher should have, the five of indicators got good responses (more than 70% of the students agree with the statements) from the students. They are indicator 1, that teacher should have tolerance for diversity student (72%), indicator 4, teacher is able to communicate or giving opinion orally or written (78.66%) and indicator 5, that is teacher knows his/her students well (74%). In indicators 2 and 3, English teacher trainee also still got good response but

below than 70%. They are: indicator 2, the teacher has the ability to interact effective, empathic toward teachers, students and school staff (69.33%), indicator 3, that teacher is able to accept criticisms, suggestions and opinions from others (66.67%).

In the last question, the writer asked, whether the teacher knew his students. According to the interview result the students, they perceive that the teacher knew all of his students. Like the student said, “*kakak PPL kenal sama muridnya karena beliau mudah akrab*” (student E and F).

#### d. English Teacher Trainee D

The result of English teacher trainee D about his professional competence can be seen from the following table.

**Table 4.13. Description of Professional Competence of English Teacher Trainee D**

| No | Indicators  | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher explains the lesson and gives relevant example in English.              | 65.33% | 34.67% |
| 2. | The teacher explains the connection from one material to another material.          | 61.33% | 38.67% |
| 3. | The teacher knows the latest issue in teaching and learning material.               | 42.67% | 57.33% |
| 4. | Teacher applies some English language methods.                                      | 48%    | 52%    |
| 5. | The teacher is able to use media and other learning sources.                        | 53.33% | 45.33% |
| 6. | The teacher explains the material interestingly and increases student's motivation. | 60%    | 40%    |
| 7. | The teacher speaks English fluently.  | 60%    | 40%    |

The table showed that from seven indicators of professional competencies which the teacher should be had English teacher trainee D, got a fair response (below 60%) from the students. They are: indicator 3, that is teacher knows the latest issue in teaching and learning material (42.67%), indicator 4, teacher applies some English language method (48%) and indicator 5, the teacher is able to use media and other learning sources (53.33%). English teacher trainee D also got good response in four indicators. They are: indicator 1, that teacher explains the lesson and give relevant example in English (65.33%), indicator 2, that is teacher explains the connection from one material to another material (61.33%), indicator 6, that teacher explains the material interestingly, and increase student's motivation. (60%) and indicator 7, that teacher speaks English fluently (60%).

In the fourth question, the writer asked, whether the teacher spoke English fluently. According to the interview result, the student stated that the teacher speaks English mixing with Bahasa Indonesia. The student said, "*terkadang saat menjelaskan materi selalu menggunakan bahasa Inggris tetapi setelah menjelaskan materi baru menggunakan bahasa Indonesia*" (student G).

In the fifth question, the writer asked, what kind of method or technique that mostly used by the teacher was. Based on the interview result, the students stated: "*dengan metode langsung berinteraksi dengan*

*siswa dan bermain games*” (student G) and *“maju satu-satu kedepan kelas”* (student H).

In the sixth question, the writer had asked, whether the teacher explained the material clearly. According to the interview result, the student stated: *“kadang-kadang jelas dan kadang-kadang tidak”* (student G) and *“terkadang, lebih banyak bercanda dalam bahasa Inggris”* (student H).

The result of English Teacher Trainee D about his Pedagogical Competence can be seen from the following table.

**Table 4.14. Description of Pedagogical Competence of English Teacher Trainee D**

| No | Indicators  | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher explains the lesson plan which consists of learning topic, learning material and learning task for every meeting. | 53.33% | 46.67% |
| 2. | The teacher tries to make students understand and practice the lesson.  | 65.33% | 34.67% |
| 3. | Teacher gives a test for students in the beginning of the meeting.  | 54.67% | 45.33% |
| 4. | Teacher gives students task, after one material has finished discussing.  | 78.67% | 21.33% |
| 5. | The teacher creates a comfortable and conducive learning process in the classroom.  | 66.67% | 33.33% |
| 6. | The teacher uses learning technology.   | 76%    | 22.67% |

Based on the students’ response to six indicators which asked their perception about teacher trainee D pedagogical competence, the participants gave good response. They are: indicator 2, teacher tries to make students understand and practice the lesson (65.33%), indicator 4, that teacher gives students task, after one material has finished discussing

(78.67%), indicator 5, that is teacher creates a comfortable and conducive learning process in the classroom (66%) and indicator 6, teacher uses learning technology (76%). Another two indicators got fair responses (below 60%). They are: indicator 1, that is teacher explains the lesson plan which consists of learning topic, learning material and learning task for every meeting (53.33%) and indicator 3, that is teacher does not give students test in the beginning of meeting (45.33%).

In the first question, the writer asked, whether the teacher prepared a lesson plan. Based on the interview, the student stated: "*iya, karena pembelajarannya sistematis, tapi kadang penjelasannya kurang bias dipahami*" (student G). It seemed that the students did not know about the lesson plan, but based on the document (Teaching Practice II report) English teacher trainee D always prepared Lesson plan.

In the second question, the writer asked, whether the teacher always gave test at the end of the lesson. The students stated: "*iya, setelah menjelaskan kakak PPL memberikan soal*" (student G) and "*kadang-kadang ada tes/latihan*" (student H).

In the third question, the writer asked, whether the teacher used media in teaching and learning process. According to the interview result, the students stated: "*iya, media yang selalu digunakan laptop, LCD and video*" (student G) and "*iya, seperti video dan games yang menghibur*" (student H).

The result of English teacher trainee D about his personality competence can be seen from the following table.

**Table 4.15. Description of Personality Competence of English Teacher Trainee D**

| No | Indicator   | Yes    | No     |
|----|---|--------|--------|
| 1. | The teacher has good attitude and self-control in certain condition.                                  | 64%    | 36%    |
| 2. | The teacher should be a good example for his/her students.  | 72%    | 28%    |
| 3. | The teacher presents himself as wise, authoritative leader and mature in personality.                 | 64%    | 36%    |
| 4. | The teacher should have the work ethic, high responsibility and show the unity between word and deed. | 74.67% | 25.33% |
| 5. | The teacher should be fair in treating students.  | 66.67% | 33.33% |

The table above showed that English teacher trainee D has good personality since from the five indicators of personality competence that teacher should have. Thus English teacher trainee A mostly got good response from the students. They are: indicator 1, that is teacher has good attitude and self-control in certain condition (64%), indicator 2, that teacher should be a good example for his/her students (72%), indicator 3, that is teacher presents himself/herself as wise, authoritative leader and mature in personality (64%), indicator 4, that is teacher should have work ethic, high responsibility and shows the unity between word and deed (74.67%) and indicator 5, that is teacher should be fair in treating students (66.67%).

In the seventh question, the writer had asked, do the teacher could be a role model for students. According to the interview result the student agreed that the teacher could be a role model, the students stated: *“iya karna bias mengendalikan emosinya dalam mengatasi siswa yang ribut”*(student G).

The result of English teacher trainee D about his social competence can be seen from the following table.

**Table4.16. Description of Social Competence of English Teacher Trainee D**

| No | Indicator   | Yes     | No     |
|----|---|---------|--------|
| 1. | The teacher should have tolerance for diversity student.  | 65.33%  | 34.67% |
| 2. | The teacher has the ability to interact effective, empathic toward teachers, students and school staff. | 60%     | 38.67% |
| 3. | The teacher is able to accept criticisms, suggestions and opinions from others.                         | 57.33%  | 41.33% |
| 4. | The teacher is able to communicate or giving opinion orally or written.                                 | 73.33%  | 26.67% |
| 5. | The teacher knows his/her students well.  | 66.67 % | 32%    |

The above table showed that from five categories of social categories competencies which the teacher should have, four categories got good responses (more than 60% of the students are agree with the statements) from the students, they are: item 1, teacher should have tolerance for diversity student (65.33 %), item 2 teacher has the ability to interact effective, empathic toward teachers, students and school staff (60 %), item 4 teacher is able to communicate or giving opinion orally or written (73.33%) and item 5, teacher knows his students well

(66.67%)and interestingly only one category that has fair response item 3, that is 41, 33 % students response that stated, teacher is not able to accept criticisms, suggestions and opinions from others.

In the last question, the writer asked whether the teacher knew his students. According to result of the interview, the students stated: "*tidak terlalu kenal, karena kakak PPLnya pendiam*" (student G and H).

## 2. The Competency Level of English Teacher Trainees in Teaching Practice at SMK Muhammadiyah 3 Banjarmasin.

The following, the writer will describe the competency level of English teacher trainees of IAIN Antasari Banjarmasin in teaching practice at SMK Muhammadiyah 3 Banjarmasin based on the result of questionnaire as followings.

### a. Professional Competence

The result of English teacher trainees' professional competency level can be seen from the following table.

**Table 4.17. Description of Professional Competency Level of English Teacher Trainees**

| No | ETT         | Indicators (%) |            |            |            |            |            |        | Mean   |
|----|-------------|----------------|------------|------------|------------|------------|------------|--------|--------|
|    |             | 1              | 2          | 3          | 4          | 5          | 6          | 7      |        |
| 1. | A           | 70.67<br>%     | 69.33<br>% | 48%        | 62.67<br>% | 72%        | 69.33<br>% | 72%    | 66.28% |
| 2. | B           | 85.33<br>%     | 78.67<br>% | 58.67<br>% | 73.33<br>% | 85.33<br>% | 81.33<br>% | 80%    | 77.52% |
| 3. | C           | 70.67<br>%     | 66.67<br>% | 49.33<br>% | 64%        | 77.33<br>% | 69.33<br>% | 58.67% | 65.14% |
| 4. | D           | 65.33<br>%     | 61.33<br>% | 42.67<br>% | 48%        | 53.33<br>% | 60%        | 60%    | 55.80% |
|    | <b>Mean</b> | 73%            | 69%        | 49.66<br>% | 62%        | 71.99<br>% | 69.99<br>% | 67.66% | 66.18% |

Notes about indicators:

1 = Teacher explains the lesson and gives relevant example in English.

2 = Teacher explains the connection from one material to other

Material

3 = Teacher knows the latest issue in teaching and learning material.

4 = Teacher applies some English language methods.

- 3 = Teacher is able to use media and other learning sources.
- 4 = Teacher explains the material interestingly, and increases student's motivation.
- 5 = Teacher speaks English fluently.

Based on the result of students' perception on teacher professional competence of English teacher trainees in teaching practice at SMK Muhammadiyah 3 Banjarmasin, it is known their competency level is in good category (66.18%). Teacher trainee A (66.28%), teacher trainee B (77.52%), teacher trainee C (65.14%) and only teacher trainee D got fair response from students (55.80%). The table above also showed that in professional competence got good category level in indicator 1 (the highest percentage indicator in professional competence (73%), that is teacher explains the lesson and gives relevant example in English. While in indicator 3 (the lowest indicator in professional competence 49.66%), that is teacher knows the latest issue in teaching and learning material, got fair category response from students.

#### **b. Pedagogical Competence**

The result of English teacher trainees' pedagogical competency level can be seen from the following table.

**Table 4.18. Description of Pedagogical Competency Level of English Teacher Trainees**

| No | ETT         | Indicators |        |        |        |        |     | Mean   |
|----|-------------|------------|--------|--------|--------|--------|-----|--------|
|    |             | 1          | 2      | 3      | 4      | 5      | 6   |        |
| 1. | A           | 68%        | 73.33% | 56%    | 82.67% | 64%    | 80% | 70.67% |
| 2. | B           | 76%        | 89.33% | 53.33% | 88%    | 81.33% | 84% | 78.66% |
| 3. | C           | 69.33%     | 85.33% | 52%    | 82.67% | 77.33% | 76% | 73.77% |
| 4. | D           | 53.33%     | 65.33% | 54.67% | 78.67% | 66.67% | 76% | 65.77% |
|    | <b>Mean</b> | 66.66%     | 78.33% | 54%    | 83%    | 72.33% | 79% | 72.21% |

Notes about Indicators:

1 = Teacher explains the lesson plan which consists of learning topic,

Learning material and learning task for every meeting.

2 = Teacher tries to make students understand and practice the lesson.

3 = Teacher gives test for students in the beginning of meeting.

4 = Teacher gives students task after one material has finished  
discussing.

5 = Teacher creates a comfortable and conducive learning process in the  
classroom.

6 = Teacher uses learning technology.

Based on the result of students' perception on teacher pedagogical competence of English teacher trainees in teaching practice at SMK Muhammadiyah 3 Banjarmasin, it is known their level of competency is in good category (72%). All English teacher trainees have good percentage competence, teacher trainee A (70.67%), teacher trainee B(78.66%), teacher trainee C (73.77%) and teacher trainee D (65.77%).

The table also showed that in pedagogical competence got very good category level in indicator 4 (the highest percentage indicator in pedagogical competence; 83%). Teacher gives students task after one material has finished discussing. While in indicator 3 (the lowest indicator in pedagogical competence 54%) that is, teacher gives test for students in the beginning of meeting, got fair category response from students.

### c. Personality Competence

The result of English teacher trainees' personality competency level can be seen from the following table.

**Table 4.19. Description of Personality Competency Level of English Teacher Trainees**

| No | ETT         | Indicators (%) |        |     |        |        | Mean   |
|----|-------------|----------------|--------|-----|--------|--------|--------|
|    |             | 1              | 2      | 3   | 4      | 5      |        |
| 1. | A           | 72%            | 84%    | 68% | 70.67% | 70.67% | 73.06% |
| 2. | B           | 80%            | 85.33% | 76% | 84%    | 73.33% | 79.73% |
| 3. | C           | 69.33%         | 80%    | 80% | 69.33% | 64%    | 72.53% |
| 4. | D           | 64%            | 72%    | 64% | 74.67% | 66.67% | 68.26% |
|    | <b>Mean</b> | 71.33%         | 80.33% | 72% | 74.66% | 68.66% | 73.39% |

Notes about Indicators:

- 1 = Teacher has good attitude and self-control in certain condition.
- 2 = Teacher should be a good example for his/her students.
- 3 = Teacher presents himself as wise, authoritative leader and matures in personality.
- 4 = Teacher should have work ethic, high responsibility and show the unity between word and deed.

5 = Teacher should be fair in treating students.

Based on the result of students' perception on teacher personality competence of English teacher trainees in teaching practice at SMK Muhammadiyah 3 Banjarmasin, it is known their level of competency is in good category (73.39%). All English teacher trainees got fair response from students, teacher trainee A (73.06%), teacher trainee B (79.73%), teacher trainee C (72.53%) and teacher trainee D (68.26%). The table also showed that in personality competence got very good category level in indicator 2 (the highest indicator in pedagogical competence; 80.33%), teacher should be a good example for his/her students. While in indicator 5 (the lowest indicator in pedagogical competence 68.66%) that is teacher should be fair in treating students.

#### d. Social Competence

The result of English teacher trainees' social competence level can be seen from the following table.

**Table 4.20. Description of Social Competency Level English of Teacher Trainees**

| No | ETT         | Indicators |        |        |        |        | Mean   |
|----|-------------|------------|--------|--------|--------|--------|--------|
|    |             | 1          | 2      | 3      | 4      | 5      |        |
| 1. | A           | 73.33%     | 74.67% | 68%    | 77.33% | 70.67% | 72.8%  |
| 2. | B           | 70.67%     | 82.67% | 76.%   | 76%    | 76%    | 76.26% |
| 3. | C           | 72%        | 69.33% | 66.67% | 78.66% | 74.67% | 72.26% |
| 4. | D           | 65.33%     | 60%    | 57.33% | 73.33% | 66.67% | 64.53% |
|    | <b>Mean</b> | 70.33%     | 71.66% | 66.5%  | 76.33% | 72%    | 71.46% |

#### Notes about Indicators

- 1 = Teacher should have tolerance for diversely student.
- 2 = Teacher has ability to interact effective, empathic toward teachers, students and school staff.
- 3 = Teacher is being able to accept criticisms, suggestions and opinions from others.
- 4 = Teacher is able to communicate or giving opinion orally or written.
- 5 = Teacher knows his/her students well.

Based on the result of students' perception on teacher social competence of English teacher trainees in teaching practice at SMK Muhammadiyah 3 Banjarmasin, it is known their level of competency is in good category (71.46%). All English teacher trainees got good level response from students, teacher trainee A (72.8%), teacher trainee B (76.26%), teacher trainee C (72.26%) and teacher trainee D (64.53%). The table also showed that in social competence god good category level in indicator 4 (the highest indicator in pedagogical competence; 76.33%), Teacher is able to communicate or giving opinion orally or written. While in indicator 3 (the lowest indicator in pedagogical competence 66.65%) that is Teacher is being able to accept criticisms, suggestions and opinions from others.

## **B. Discussion**

### **1. The Students' Perception towards English Teacher Trainees' Competencies in Teaching Practice at SMK Muhammadiyah 3 Banjarmasin.**

#### **a. English Teacher Trainees' Competencies**

##### **1) Professional Competence**

English teacher trainees mostly have good response from students about their professional competence. English teacher trainee A (66.28%), English teacher trainee B (77.52%), English teacher trainee C (65.14%) and only English teacher trainee D has fair response from students (55.80%). According to students' perception towards teacher trainee's professional competence, there are some indicators that should be encountered such as whether the English teacher trainees knew the latest issue in teaching and learning material. The students agreed that English teacher always gave relevant example in English, relevant here means the material is adjust with students' need so the material will be meaningful for their life.

Teacher knows the latest issue in teaching and learning. This shows the teacher is up to date. Keeping up to that is a must for a language teacher. A good way of learning new activities and techniques is to read the various teacher's magazines and journals that are available. There is now a wealth of information about teaching in

the internet, too. Moreover, thus teacher can also learn from attending seminars and teacher's conferences. (Harmer, 2007).

Relating to apply some English language methods or techniques, applying some methods or technique in teaching and learning will support in delivering the material. If the different time used different material the different material will use different English methods. According to the interview result, English teacher trainees, often used Grammar Translation Method. Grammar Translation Method (GTM) still has relevance today in the same way most language learners translated at various stages anyway, so they could learn about foreign language by comparing parts of it with parts of our own mother tongue (Harmer, 2007). The English teacher trainees also used Task-Based Learning (TBL), the emphasis is on the task rather the language.

In the form teacher is able to use media and other learning sources. The result of the interview stated that English teacher trainees, used some media such as Laptop and LCD. According to (Usman, 2006) teaching aid or media is a tool that can be used when a teacher explains the material to students in order to clarify the material that being learning. The teaching that mostly used verbal or explanation is always easily getting bore, and it should be completely adding some media or learning tools. According to the result of interview, mostly teacher used Laptop, LCD and material from

cartoon. It can be concluded that English teacher trainees used CbM (computer-based material). During the last decade, computer technology has been part of a learning tool for many students as well as a teaching tool for teachers. Through computer technology, students who learn English as a foreign language can get rich sources of authentic materials which enable them to become autonomous learners (Jarvis, 2012 as cited in Murtiana, 2012). The above findings raise a number of issues that need to be addressed. First, it is understandable if most of the teachers prefer using CbM. In the limited time of a microteaching class, where the student teachers only conduct a 15-minute lesson, the use of CbM could be very efficient. As the student teachers have to prepare the lesson plan and materials before they do the practicum, computer-based materials can save their time if compared with preparing paper-based materials (Murtiana, 2012).

Teacher explains the material interestingly, and increases student's motivation. A teacher when explain the material should increases students' motivation in order to make students enthusiasm in teaching and learning. According to (Usman, 2006), the obligation of a teacher is coming up motivation so the students want to learn.

About speaks English fluently. A language teacher does not only pass from English department, but he/she has to be able to speak English well. According to the interview result, students stated that

teacher use two languages, that is English and Bahasa Indonesia. So in the class, there were two languages they used. This activity relevant to the community language teaching (where bilingual teacher helps students to translate what they want to say in the first language into the language they are learning about (Harmer, 2007).

## **2) Pedagogical Competence**

All English teacher trainees have good response from students. The percentage of pedagogical competences that they have, are above 70 %. English teacher A (70.67%), English teacher trainee B (78.66%), English teacher trainee C (73.77%) and interestingly only one of English teacher trainee that has percentage of pedagogical competence below 70%, he is English teacher trainee D (65.77%). Some indicators that need to be notice related pedagogical competence of English teacher trainees as follows.

Teacher explains the lesson plan which consists of learning topic, learning material and learning task for every meeting. According to the result of interview, the teacher used lesson plan, where the function is used as guidance to teach the students. This guidance helps the teacher in teaching and learning process more effective and efficient.

Teacher gave students test in the beginning of meeting. According to the questionnaire, mostly English teacher trainees did not give the test in the beginning of the meeting. They just directly do

teaching, while it is better to do a test in the beginning of the meeting since it can diagnose their students' ability and capacity. This kind of test is familiar with diagnostic test in which the purpose of a diagnostic test is to know aspect of language that a student needs to develop or that a course should include (Brown, 2010).

About teachers should give students task after one material has finished discussing. All of the four English teacher trainees gave the test at the end after one material discussed. This kind of test is used to determine whether the teacher mean has met what the students learning achievement, where it could be call as achievement test. According to the (Brown, 2010) achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired-by the end of a given period of instruction.

### **3) Personality Competence**

English teacher trainees mostly have good response from students about their personality competence. Teacher trainee A (73.06%), English teacher B (79.73%), English teacher trainee C(72.53%) and English teacher trainee (68.26%). Teachers have good attitude and self-control in certain condition. According to the interview result all the teacher trainees have good attitude. Good attitude means good personality. According Naim (2009), personality is one of important aspects that affects to the success of the teaching and learning. Teacher presents himself as wise, authoritative leader

and matures in personality. A teacher is prosecuted as a mature personality, it cannot be imagined if a teacher has attitude like a child, which does not serious in teaching and learning, when you choose be teacher you ready be a role model.

Teacher should be fair in treating students. Fair, honest and objective in treating and evaluate students in teaching and learning process is something that a teacher should do (Naim, 2009). These attitudes are acquired from society life and learning experiences. If teacher does negative things such as not be fair, not be honest and subjective, the effect will be very big. Not only for him/herself as teacher but students, family and society generally.

#### **4) Social Competence**

All English teacher trainees have good response from students. English teacher trainee A (72.8%), English teacher B (76.26%), English teacher trainee C (72.26%) and English teacher trainee D (64.53%). Some indicators of social competence that should be encounter as follows.

Teacher should have tolerance for diversity students. Every teacher should know that not every student can learn what the teacher delivers. This problem can be a basic reason in their error in delivering the material. According to the Bloom (1976) as cited in Usman (2006), if a teacher understood the cognitive regulation and feature attitude that is needed in learning like interest and self-concept

of students, hopefully the students can get comprehensive target until 75% from what is being taught. In short, a teacher should adjust the learning with students need.

## 2. The Competency Level of the English Teacher Trainees in Teaching Practice at SMK Muhammadiyah 3 Banjarmasin.

The result of teacher trainees' level competency in teaching practice can be seen from the following table.

**Table 4.21. Description of the competency level English Teacher Trainees**

| No | ETT         | Competence   |             |             |        | Mean   |
|----|-------------|--------------|-------------|-------------|--------|--------|
|    |             | Professional | Pedagogical | Personality | Social |        |
| 1. | A           | 66.28%       | 70.67%      | 73.06%      | 72.8%  | 70.70% |
| 2. | B           | 77.52%       | 78.66%      | 79.73%      | 76.26% | 78.04% |
| 3. | C           | 65.14%       | 73.77%      | 72.53%      | 72.26% | 70.92% |
| 4. | D           | 55.80%       | 65.77%      | 68.26%      | 64.53% | 63.59% |
|    | <b>Mean</b> | 66.18%       | 72.21%      | 73.39%      | 71.46% | 70.81% |

Based on the result of students' perception on English teacher trainees' competency in teaching practice at SMK Muhammadiyah 3, it is known their competency level is in good category (70.81%). It describe such professional competence (66.18%), pedagogical (72.21%), personality (73.39%) and social competence (71.46%) and it also shows that All the English teacher trainees have good level of the competence mostly more than 70%, English teacher trainee A (70.70%), English teacher trainee B got the highest percentage than the others English teacher trainees (78.04%),

English teacher trainee C (70.92%) and the lowest percentage from English teacher trainee D (63.59%). Its low of percentage teacher competencies in their performance in teaching practice is because some weakness such followings.

Teacher did not use or plan well their lesson plan, teacher did not prepare learning tools, teacher did not consider the ability of their students, ineffectiveness the usage of blackboard and teacher did not evaluate their students' ability (Risal, 2011).

Teachers did not use or prepare lesson plan. Lesson plan is learning scenarios created by the teacher before the lesson begins. It was not only contains what competencies will be achieved but also includes in detail how much time did face to face. Even detailed how many minutes of activity are also beginning to carry out routine activities, apperception and assessment for students to know the initial ability. Time spent on core activities, and details of the time for the final activity. In the lesson plan also clearly available teaching aids what is necessary and what learning resources are used and also included assessment for students in order to get action plan feedback from the teaching process (Risal, 2011).

Lack of preparation of teaching materials or teaching aids is common teacher's lack in teaching process. Teaching aid is needed to help teachers explain the subject matter, so that students know significantly through real objects. In fact the teacher did not bring teaching aids and the teaching and learning process become easily bored (Risal, 2011).

Teachers lack in knowing the capability of students. Knowing the capability of students is important, so the teacher can adjust the teaching methods and help students to accelerate their lessons and minimize the chances of the difficulties faced by students (Risal, 2011).

Ineffective of the use blackboard is one reason the lack of teacher in teaching and learning process. In fact it is better as a teacher to write what is going to learn so it can be the control of learning materials. In the other case teacher sometimes like writing and illustrating while he explain the learning material on the board which is sometimes hard to catch students and the results were inconclusive (Risal, 2011).

Evaluation of learning achievement is important. It gives teacher the information whether he success or not in delivering materials. With an evaluation at the end of each activity/discussion will be able to detect which students' difficulties that students have. This will be very useful for teachers in helping students (Risal, 2011).

Those are some teacher lacks in teaching and learning based on Raisal. Thus, teacher should be encountered those things for their improvement in teaching and learning process.