**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter presented the research findings and discussion of the finding based on the research problem, they include English teacher self- development to support and develop the quality of teaching and learning process and the impact of self- development toward their teaching performance.

1. **Research Finding**

 This research finding are arranged and presented in such a way in which research problem become the basis of reference of the arrangement and presentation.

1. English Teachers’ Profile

Teacher is one of important aspects to make goal and the successful of teaching and learning process. In MTs N Bandung there are three English Teachers to be interviewed. There are:

a). Subject 1

She is an English Teacher and Vice Headmaster. She was born in Tulungagung, 25th August 1968. She lived in Kalangbret Village, Boyolangu sub district, Tulungagung. She has taught English from 1998 directly after she has graduated from Malang State University. Up to know, she has been taught English for about 14 years. She is a senior English teacher in MTs N Bandung. She has a lot of experiences related to English teaching. She could feel many kinds of students’ characteristic from students who are silent until they are hyperactive. She also often feels that the students have some problem in learning English. In the past time, she taught English in all of the classes. During her profession as an English teacher, she faced many problems related to the students and the material. She often gets difficulty on how to teach the students effectively. To minimize the problems she faced, she improves her way of teaching by improving her self-development. Self-developments she has done were joining the workshop how to make syllabus, educational training how to make question in examination, and joined seminar about how to be a good teacher. Besides, she also increases her ability in teaching by combining method which is proper for every class in different level. From the activities she tries to apply at class about what she got from the seminar or training and as prove of her participant, so she got certificates and knowledge for those activities.

b). Subject 2

She is an English Teacher. She was born in Tulungagung, 16thAgustust 1967. She lives in Bandung village, Bandung sub district, Tulungagung. Formerly, she was an English teacher in MTs N Tulungagung but in 2008 she moved to MTs N Bandung. Until now she still teaches in MTs N Bandung. She graduated from Malang State University for S1 and then continued her magister in Muhammadiyah University of Malang for S2. She has been teaching English for 4 years. She is new teacher in MTs N Bandung but the school assigns her to teach all of VIIIth grade from class B until class F except class VIII A. She had a lot of experiences on how to treat students with different kind of characteristics. In her class she has special method to build the students mastery on vocabulary. She often asks the students to find out the difficult words and then asks them to mention those words one by one. She is an English teacher who makes student have motivation to do the task in front the class because she gives a score to the students who have a will to do the task. She said that every class has special characteristic so it needs special strategies and method to teach them effectively and efficiently. She said that teaching in any places, basically, is the same. What makes it different is just also on the condition of the school and the students. As a result, she assumes that every teacher has to be able to adapt with any kinds of problems in the teaching and learning. By this believe, as an English teacher, she tries to improve her teaching by following every workshop or training conducted by the Ministry of Education. For example, she has followed workshop about KTSP workshop in Tulungagung and workshop about how to create a good task in Tulungagung too.

c). Subject 3

She is also an English teacher in MTs N Bandung. She was born in Tulungagung, 24th October 1974 .She lives in Suruhan Kidul village, Bandung sub district, Tulungagung. She is the newest teacher in MTs N Bandung because she starts teaching in MTs N Bandung 2003. In 2008, she was accepted as a civil servant in this school. Now, she is teaching in excellent class of VIIth. She is very friendly teacher. Researcher said so because seen from the observation that the researcher did, researcher assumes that she is a friendly teacher. She never be angry to the students. She also has a good approach to students. She tries to make the students comfort with her when she teaches in the classroom. She has special trick to treat students who has special characteristic that is always be patient to them and always speaks English to the students, so automatically they try to understand of her intention and pay attention to her. Besides, she often varies her teaching by giving the students a certain game. She also often uses media to deliver the material such as card, pictures and so forth. She is aware that improving quality of teaching is very important. To develop her teaching, she joined an English course in Pare individually for some days. Besides, she also likes to read English book related to the way on how to improve the quality of teaching. For example she reads a book entitle “How to teach English written by Jeremy Harmer. She likes to apply some games taken from “100 Funny Games for English Learning” in the classroom. Moreover, she often joins a workshop or training which are held by Ministry of Education. The last training she attends is training on how to create a good test which was held by Ministry of Religion affairs in Tulungagung regency.

2). Kind of English teacher’s self-development

According to the finding of interviewed conducted about kind of English teachers’ self development in MTs negeri Bandung are:

a). subject 1

Kinds of self-development that she joined is intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. She also has spiritual development by controlling her emotion and always be closed to God.

b). Subject 2

Kinds of self-development she joined is intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. She also has spiritual development by controlling her emotion and always be closed to God.

c) Subject 3

Kinds of Self-development she joined is intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. She also has spiritual development by joining religious activity to enrich her understanding toward her belief in order to become a person who has a good behave and attitude.

3). The impact of self-development toward English teachers’ performance

The impact of self-development toward the English teachers’ in MTs Negeri Bandung are :

a). Subject 1

The impact of self-development on her teaching and learning at class is her performance when delivers the material can be understood more easily by the students. She became more motivated and had willingness to make the students interested in studying in the classroom. Besides, she tries to apply the knowledge she got from workshop or training in the classroom when she taught the students.

b). Subject 2

 The impact of self-development toward her teaching and learning process is that she can deliver the material effectively and systematically. She has willing to apply what she got from training or workshop totally and sometimes it will appear unhappy feeling if she cannot apply what she has got maximally

c). Subject 3

 The impact of developing self-development in teaching and learning process is that she can create interesting process of teaching and learning. She can make class more active by giving the students some games and tricks to learn English so the process of teaching and learning can be more effective.

1. **DISCUSSION**

This part presents discussion toward the result of the research. The discussion is given based on the presented finding covering the English Teacher opinion about self-development to support the quality of teaching and learning process in MTs Negeri Bandung.

1. **English Teacher self- development to support and develop the quality of teaching and learning process**

According to result of the interview which was conducted toward three English teachers of MTs N Bandung about their self-development to support and develop the quality of teaching and learning process, it can be known that all of the teachers have different strategies and opinion to support and develop the quality of their teaching and learning process.

Below are the discussions:

1. Interview with Subject 1

 It was conducted on Tuesday, 8th May 2012 at 09.00 in the teacher office of MTs. Negeri Bandung. Her opinion about self-development is as follows:

“…..Self-development of the teacher is how to improve the quality of teaching English lesson by using certain method. The teacher fixed it with the proper method. Self-development is very important because students are creatures that always develop and move everywhere and need some treatment to make them enjoy studying. It is to support the quality of teaching to make teacher to be challenged and student got the impact of English teacher related to self-development…..”

The results of the interview are:

1). Kinds of Self-development that she joined is intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. She also has spiritual development by controlling her emotion and always be closed to God. As a proof that she often joins a workshop and training, it can be seen from some certificates that certify her as a teacher who has attained some workshops.

2). The effect of joining training or workshop on her perspective teaching is she became more motivated and had willingness to make the students interested in studying in the classroom. Besides, she tries to apply the knowledge she got from workshop or training in the classroom when she taught the students.

3). She suggests that all of English teachers can develop not only their teaching but also their self-personality to support the success of teaching. She also assumes that teacher self-development is very important in a case that in can build teacher’s skill so that he/she can always provide an innovative teaching in the classroom.

4). The way on how subject 1 has done to develop her self especially in teaching is in line with a theory which states that self-development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitates employability, enhance quality of life and contribute to the realization of dreams and aspirations (Wikipedia: 2011).

1. Interview with Subject 2.

It was conducted on Thursday, 10thMay 2012 at 09.00 in mosque of MTs. Negeri Bandung. Her opinion about self-development is as follows:

“…. Self-development is how to improve teacher’s competence especially in teaching by trying to apply some methods in order to find out the most suitable method for the students. It is because the characteristic of each of the students is different. That is why teachers need to develop them selves’ competency in providing the most effective teaching for the students”.

The results of the interview are:

1). Kinds of Self-development that she joined is intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. She also has spiritual development by controlling her emotion and always be closed to God. As a proof that she often joins a workshop and training, it can be seen from some certificates that certify her as a teacher who has attained some workshops.

2). The effect of joining training or workshop on her perspective teaching is she has willing to apply what she got from training or workshop totally and sometimes it will appear unhappy feeling if she cannot apply what she has got maximally. It was because she sometimes feels afraid if the process of her teaching is not successful.

3). She has suggested that teachers should develop their self-development through some strategies to support their quality in teaching. Besides, the teachers have to be able to adapt and make a good relation with their partner in order to build a good social competence due to their profession as teacher.

4). The way on how subject 2 has done to develop her self especially in teaching is in line with the theory that self-development includes the following activities: a) Improving [self-awareness](http://en.wikipedia.org/wiki/Self-awareness), b) Improving [self-knowledge](http://en.wikipedia.org/wiki/Self-knowledge_%28psychology%29), c). Developing strengths or [talents](http://en.wikipedia.org/wiki/Skill), d) Identifying or improving [potential](http://en.wikipedia.org/wiki/Human_potential_movement), e). Improving [social abilities](http://en.wikipedia.org/wiki/Social_cognition). Her self-development is suitable with the theory because she improve her teaching and her social ability in her environment at school and her community.

1. Interview with subject 3

It was conducted on Tuesday, 10th May 2012 at 10.00 in front of language laboratory of MTs. Negeri Bandung. Her opinion about self-development is as follows:

“…..Self-development is the way someone reaches his/her goal based on the field they concern to. Self-development is important both for me and for my teaching. To support a self-development, I always try to be sincere toward my profession and always keeping I in my mind that teaching is one of the ways how I worship to God. Moreover, I also try to build a good relation with other teachers in order to improve my teaching skill….”

The results of the interview are:

1). Kinds of Self-development that she joined is intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. She also has spiritual development by joining religious activity to enrich her understanding toward her belief in order to become a person who has a good behave and attitude. It can be seen from some certificates that certify her as a teacher who has attained some workshops as a proof that she often joins a workshop and training.

2). The effect of joining training or workshop on her perspective teaching is she can make class more active by giving the students some games and tricks to learn English so the process of teaching and learning can be more effective. It is supported by combining with some interesting methods She uses mix method to teach and provide the students to show their ability, as such, giving colorful card such as; alphabet, picture, and vocabulary, using LCD projector to deliver the material especially for; listening, speaking, and reading. She also gives situation picture in a piece of paper and then asks the students to make paragraph(s). As a result, the student can understand the material easily and they are more motivated to study hard.

3). She suggests that every teacher should improve his/her self-development in order to maintain his/her self-satisfactory. Improving self-development is also importance to build good social environment. Trying to improve self- development with any kinds of strategies will not only benefit his/her-self but also benefit others.

4). Self-development according Subject 3 is in line with theory proposed by Hamzah (2009) that self-development is not only can give good contribution in academic field but also can give contribution in the social life. Self-development is not only for teacher, it is also important for another profession. Self-development covers the filed of practice and the field of research. As a field of practice self-development includes personal development methods, learning programs, assessment systems, tools and techniques. As a field of research, personal development topics increasingly appear in scientific journals, higher education reviews, management journals and business books.

1. **The impact of self- development toward their teaching performance**.

Self-development is very important toward the teaching and learning process. Developing self-development has certain impact to the teacher in her teaching and learning process. According to the result of the interview that was conducted by the researcher, the impact of developing self-development is varied, among of them are:

1. The impact of self-development of subject 1.

The impact of self-development on her teaching and learning at class is her performance when delivers the material can be understood more easily by the students. It was because the way on how she delivers the material is interesting. She varies her teaching by giving a game as an interesting activity to liven the classroom atmosphere. The game, for example, is in the form of guessing the material that has been studied previously as a way to recall the students’ understanding toward the material. By providing a game in the classroom, the goal of learning can be reached maximally and the students are more interested to study. It is in line with the theory that the impact of self-development toward English teacher self development are : a). Have aptitude, interest, soul willing, and idealism, b). Have commitment to improve education, faith, god fearing, and good attitude. c). Have academic qualification and proper education background, d). Have competence suitable with needed duty. e). Have responsibility toward their professionalism.

1. The impact of self-development of subject 2

The impact of self-development toward her teaching and learning process is that she can deliver the material effectively and systematically. From the opening till closing, she can handle the class well. She starts teaching by doing pre-teaching, such as greeting the students and asks them some questions to build their readiness. The material can be delivered effectively because she always pays her special intention toward the time allotment. She also prepares the material based on her students’ level, basic competence and standard competence. Besides, she always feels confidence in the classroom. She tries to make her good appearance in order to invite the students’ motivation to attend the class. It is line with the theory that the impact of English teacher’s self-development that she has professionalism so they can do the duty effectively and successful.

1. The impact of self-development of subject 3

The impact of developing self-development in teaching and learning process is that she can create interesting process of teaching and learning. She always tries to be a friendly teacher. When she is dealing with naughty students, she is never angry to them. In the contrary, she gives her special intention to them by always giving a chance for the students who often make a trouble in the classroom to do the task in front of the classroom. She often gives reward and good mark for the students who have a will to study hard. The rewards, sometimes, are in the form of snack or special threat to have a free meal that they can get in the canteen. Moreover, even though she is not young anymore, she always tries to up date her style so that the students feel enjoy and always curious about what will she do in the next meeting. It is line with the theory that the impact of English teacher’s self-development toward subject 3 are a). willing to always show ideal behavior, b). Improve and maintain profession image, c). Have motivation to improve professionalism at knowledge quality and proficiency, d) Get after quality and idea at profession.