

CHAPTER IV

RESEARCH FINDING

This chapter mainly includes data finding of the research, which are derived from the research problem researcher collecting data by interview of subject of the research. The data finding are in the form of narrators describing the result of interview.

1. Finding of interview

Based on the title of the thesis good teacher it means is professional teacher, professional teacher according to Indonesian Law No. 14 Year 2005 there are four competences there is, pedagogic competence, social competence, personal competence, and professional competence

a. Pedagogic competence

1. Prepare lesson plan.

Teacher prepares the lesson plan before teaching learning process, the function of the lesson plan is to guide the teaching and learning process from opening to closing. See the following data:

- *Datum 1 / Teacher 1 / interview at 6th June 2017*

“Yes, I prepared the lesson plan before the lesson was implemented and for the lesson plan I prepared in accordance with the content of the LKS”

- *Datum 2 / Teacher 2 / interview at 10th June 2017*

“Yes, a week before the implementation of lesson plan learning has been prepared”

- *Datum 3 / Teacher 3 / interview at 13th June 2017*

“Yes, the preparation of the lesson plan is adjusted to SK and KD in the classroom learning book”

2. Deliver learning material or learning object.

Teacher delivers learning material or learning object after opening of the lesson. See the following data:

- *Datum 4 / Teacher 1 / interview at 6th June 2017*

“Yes, I always convey what material will be taught before entering the core of learning, because elementary school children are still difficult to guess the material and purpose of the lesson to be taught”.

- *Datum 5 / Teacher 2 / interview at 10th June 2017*

“Yes, my learning goal was read to the students after the opening of the lesson”.

- *Datum 6 / Teacher 3 / interview at 13th June 2017*

“Yes, I explain the learning objectives for small classes 1-3 if grade 4 and up I usually play children using pictures so they can guess about what material will be studied”.

3. Using media to support teaching learning process.

Teacher use learning media to teach students in the class, using media is not only following era, the effect of learning by media very influential in teaching learning in class. There are various kinds of media learning that teachers can use, from pictures, videos, picture cards, songs and etc. See the following data:

- *Datum 7 / Teacher 1 / interview at 6th June 2017*

“Yes, when the material who will teach supports to use the media and I have the media learning I use the media. For example I use LCD projector to display an image or video in accordance with the material I teach”.

- *Datum 8 / Teacher 2 / interview at 10th June 2017*

“Yes, the teacher uses learning media one of them in the form of picture cards along with the English language”.

- *Datum 9 / Teacher 3 / interview at 13th June 2017*

“Yes, for example one of the media about my clock describes the clock on the chalkboard and then writes the numbers at that hour, after which I start from reading the numbers in English repeatedly so that the child gets more vocabulary, after they memorized it with Mention - mention in hours”.

4. Teacher makes students interest to material the teacher taught.

Teacher must make student interest to the material the teacher taught.

Many ways to make students interest to the material, Such as with discussion methods, stimulate students with question, or connecting material with daily life. Teachers have to control and enliven the classroom in their own way, because each class must have a different character. See the following data:

- *Datum 10 / Teacher 1 / Interview at 6th June 2017*

“Usually, I stimulate students with questions - questions that refers to the material, Example when the material about the animal. I told

the students to put on a two-legged animal that could raise their hands, they would enthusiastically scramble to answer and so on they would be enthusiastic when I explained to other types of animals”.

- *Datum 11 / Teacher 2 / Interview at 10th June 2017*

“Learning process is made as comfortable as possible, using the method of discussion so that students can exchange opinions”.

- *Datum 12 / Teacher 3 / interview at 13th June 2017*

“In order for the child to be interested, I usually connect the learning materials to the daily life, for example about my family telling the students to describe their family members”.

5. Teacher can make students active ask question.

To simulate the child to actively ask is to give rewards to children who are actively asking, so they will compete to ask questions to the teacher. The reward given can be either a score or stationery. See the following data:

- *Datum 13 / Teacher 1 / interview at 6th June 2017*

“To get an active child to ask me to explain the material is not detailed in order to appear questions from students, but this method is usually only students who really concentrate pay attention to what I convey. So if when I finished delivering the material no one has asked me to ask back to students they usually do not understand and shy to ask”.

- *Datum 14 / Teacher 2 / interview at 10th June 2017*

“After I finished explaining the learning materials, students are given the opportunity to ask questions, to encourage an active child to ask usually I give a star reward to the child who actively asked and it can later be exchanged with pencil, pen, or book”.

- *Datum 15 / Teacher 3 / interview at 13th June 2017*

“In the question and answer I apply, every child asks only use English, although only one two words, I will always answer and give reward to students who has most answer. My goal is that children used to speak English and motivate their friends rather actively ask questions”.

6. Teacher care to student who have difficultness in learning.

Teacher must have method to solve the problem, such as approaching by giving him direct questions about the material, explaining repeatedly or creating a discussion group with classmates in order to be able to discuss with the their classmates. See the following data:

- *Datum 16 / Teacher 1 / interview at 6th June 2017*

“Yes, in every class there must be students who are learning difficulties, there are several factors that influence it from which the students can't and also because they do not pay attention to what I teach, while in the middle of submitting the material I always ask students who have difficulty understanding The material I teach, not only that I often point to him to deliver more

material that I have delivered, so they have more responsibility to learn, and also dare to deliver something”.

- *Datum 17 / Teacher 2 / interview at 10th June 2017*

“Yes, giving approach to the students, by the way I explain directly to the student which part of the lesson is still difficult”.

- *Datum 18 / Teacher 3 / interview at 13th June 2017*

“When my children have learning difficulties I told them to ask other students who have been able to but I still guide. My goal is for children to be able to discuss with their friends”.

7. Teacher giving evaluation.

Teacher giving evaluation to measure students' ability to understand the material that has been explained by the teacher. The form of evaluation can be writing, listening, reading, or speaking based on material of teaching. See the following data:

- *Datum 19 / Teacher 1 / interview at 6th June 2017*

“Yes, usually I will make a question to measure the ability of students will understand the material that I delivered earlier”.

- *Datum 20 / Teacher 2 / interview at 10th June 2017*

“Yes, the evaluation I give to the students is. 1) oral test, 2) written test”.

- *Datum 21 / Teacher 3 / interview at 10th June 2017*

“Yes. The form of evaluation depends on what aspect is being taught, in reading is reading, writing is writing and so on”.

8. Teacher doing remedial when the students evaluation not staisfactory.

When material of teaching learning was done one chapter, teacher doing examination to get score and to know understanding students in material who teacher teach. Evaluation doing with different questions but has the same weight. Remedial also can be task. See the following data:

- *Datum 22 / Teacher 1 / interview at 6th June 2017*

“Yeah when examination, and find the value of the student score is less satisfactory, I will ask what difficulties encountered in the matter then I explain again and do remedial with different question with the same weight”.

- *Datum 23 / Teacher 2 / interview at 10th June 2017*

“Yes, that is to do re-evaluation at the next meeting”.

- *Datum 24 / Teacher 3 / interview at 13th June 2017*

“Yes, Until the value of students reaches KKM, with different question but has the same weight”.

9. Teacher can restore students concentration when students get tired of the lesson. See the data:

When students get bored with teaching learning process, they sure will make class rowdy. To restore concentration students can doing by, singing, memorizing vocabulary, play with media, or tell stories. See the following data:

- *Datum 25 / Teacher 1 / interview at 6th June 2017*

“As they begin to saturate the study, I will break the material for a while and tell stories and ask students whose topics are still about the lesson or situation in the classroom”.

- *Datum 26 / Teacher 2 / interview at 10th June 2017*

“Teacher invites students to sing and memorize vocabulary”.

- *Datum 27 / Teacher 3 / interview at 13th June 2017*

“I give distraction by singing and playing with learning media”.

10. Teacher can handle a rowdy student during teaching learning process.

The way is to admonish them, tell them to review the lesson described by the teacher. This way is expected to make them deterrent and no longer noisy in the class, because it can disturb other students. See the following data:

- *Datum 28 / Teacher 1 / interview at 6th June 2017*

“Because I am firm, I usually admonish them to be deterrent. So next they did not dare rowdy during my lesson”.

- *Datum 29 / Teacher 2 / interview at 10th June 2017*

“I turned their attention by asking them to discuss”.

- *Datum 30 / Teacher 2 / interview at 13th June 2017*

“I usually ask to review or explain the material presented by the teacher”

11. Giving reward to the students who have highest score in class.

The reward can be stationery or money. Or teacher can give a free pass follow the test to 2 children who can do the problem I give, well at that

time the children will scramble to get the free pass. The goal is that children can be motivated to learn more and train their children to compete well. See the following data:

- *Datum 31 / Teacher 1 / interview at 6th June 2017*

“Yes, at the beginning of the semester I tell to students that at the end of the semester I always give rewards to students who have the highest value of stationery. I hope with my reward they diligently learn”.

- *Datum 32 / Teacher 2 / interview at 10th June 2017*

“Yes, the rewards given to students in the form of stationery and also money”.

- *Datum 33 / Teacher 3 / interview at 13th June 2017*

“There are various kinds of rewards that I give, for example I usually give a free pass follow the test to 2 children who can do the problem I give, well at that time the children will scramble to get the free pass. My goal is that children can be motivated to learn more and train their children to compete well. Another example is usually I provide stationery and also pocket money”.

b. Sosial competence

1. Deliver studets evaluation to the parent.

The form of evaluation sheets that rated and signed by students' parents. Form of evaluation sheets given once every semester. See the following data:

- *Datum 34 / Teacher 1 / interview at 6th June 2017*
 “Yes, in the form of evaluation sheets that have been rated and signed by students' parents”.
- *Datum 35 / Teacher 2 / interview at 10th June 2017*
 “Yes, the results of student learning in the form of evaluation sheets that have been given a value conveyed directly to parents and asked for signatures”.
- *Datum 36 / Teacher 3 / interview at 13th June 2017*
 “Yes, in the form of a report card given to the parent and in the signature with the signature of the parent of the student”.

2. Discuss with other English language teacher from another school.

The discussion was often held in KKG activities, or can by group in social media. KKG activities can include make examination questions, as well as activities related to the subjects taught. See the following data:

- *Datum 37 / Teacher 1 / interview at 6th June 2017*
 “Yes, teacher discussions are usually conducted in sub-district KKG activities, I am to be the chairman. Not only discussing face-to-face meeting but also through group online”.
- *Datum 38 / Teacher 2 / interview at 10th June 2017*
 “The discussion was often held in KKG activities”.
- *Datum 39 / Teacher 3 / interview at 13th June 2017*
 “Yes, ever on KKG activities”.

3. Have good communication with head master.

Have a good relationship, are often motivated and fully supported.

The harmony of the relationship between teachers and principals is expected to make teachers comfortable in doing school duties. See the following data:

- *Datum 40 / Teacher 1 / interview at 6th June 2017*
 “Yes, here the working system works kinship mutually supportive and reminiscent. Incidentally I am also the head master in here”.
- *Datum 41 / Teacher 2 / interview at 10th June 2017*
 “Yes, the principal often provides motivation to teachers, especially English language teachers for activities to run smoothly”.
- *Datum 42 / Teacher 3 / interview at 13th June 2017*
 “Get the full support of the principal for the children to excel and be able to take the exam to go to the next level”.

4. Have good communication with other teacher in the school.

Support each other, remind and exchange opinions in solving problems. A harmonious and comfortable atmosphere among teachers at school, making teachers comfortable in teaching in the class. See the following data:

- *Datum 43 / Teacher 1 / interview at 6th June 2017*
 “Good, mutual support and remind each other”
- *Datum 44 / Teacher 2 / interview at 10th June 2017*
 “Communication with good teachers, often exchanging opinions about the implementation of KBM to solve problems that are often experienced by students on KBM”.

- *Datum 45 / Teacher 3 / interview at 13th June 2017*

“Bind up good, open in kinship”.

5. Have good communication with staff in school.

Teacher and staff have communicated well and support each other in advancing school. Mutual respect and support what is done by teachers and staff to achieve a harmonious atmosphere in school. See the following data:

- *Datum 46 / Teacher 1 / interview at 6th June 2017*

“Same as our teachers work together for school progress”.

- *Datum 47 / Teacher 2 / interview at 10th June 2017*

“We always work together so that KBM in school runs smoothly”.

- *Datum 48 / Teacher 3 / interview at 13th June 2017*

“Bind up good, open in kinship”.

6. Close with students in school.

Teachers are close to the students, but there is a limit to keep them respectful and polite to the teacher. Students will feel excited and enthusiastic to teachers who care and are close to them in class or out of class. See the following data:

- *Datum 49 / Teacher 1 / interview at 6th June 2017*

“Yeah close, because of that proximity when I need their help instantly enthusiastic, Or they need me they are not embarrassed to talk”.

- *Datum 50 / Teacher 2 / interview at 10th June 2017*

“Student relationships with teachers are very close. Students consider teachers as their study friends. This makes it easier for them to communicate with teachers when they have learning difficulties”.

- *Datum 51 / Teacher 3 / interview at 13th June 2017*

“Nearly reasonable, let the students still have respect for the teacher”.

7. Be nice to students out of school.

Greet and care to students in out of school. Greet and care for students is well established, it indicates that the teacher has good relationship with students. See the following data:

- *Datum 52 / Teacher 1 / interview at 6th June 2017*

“Good, greet each other when met”

- *Datum 53 / Teacher 2 / interview at 10th June 2017*

“Stay friendly to students when meeting outside school”.

- *Datum 54 / Teacher 3 / interview at 13th June 2017*

“Greet each other and care for them”.

c. **Personal Competence**

1. Control emotional.

Never emotional at the time of rowdy students in class, but not excessive only rebukes. Can control something that is tailored to the environment reflects that the person has a mature and stable attitude. See the following data:

- *Datum 55 / Teacher 1 / interview at 6th June 2017*

“Ever, when a kid rowdy in class”.

- *Datum 56 / Teacher 2 / interview 10th June 2017*

“Once, sometimes there are students who are noisy in the class so that it can interfere with classroom learning activities”.

- *Datum 57 / Teacher 3 / interview at 13th June 2017*

“Yes, when students make noise”

2. Can evaluation their self during teaching learning process.

Can evaluate and be aware of something when there is a lack or mistake when teaching class is a teacher who has a wise personality. See the following data:

- *Datum 58 / Teacher 1 / interview at 6th June 2017*

“Not yet, because every class there must still be a weak child in English lesson”.

- *Datum 59 / Teacher 2 / interview at 10th June 2017*

“Not yet, because there are still some learning media that are still not complete in school, so the process of KBM less than the maximum”.

- *Datum 60 / Teacher 3 / interview at 13th June 2017*

“Not yet, due to lack of hours of lesson making the delivery of material less than the maximum. There should be other support from 2nd party (family) or 3 (tutoring)”.

d. Professional competence

1. Have a diploma S1.

Teachers who have graduated from college and got a diploma, can be said they already have provisions and the ability to teach in class. In the process they have done the practice of teaching and getting certificate after practice. Not only that they are also able to master a variety of media that support the learning and materials they will teach. See the data 21 that, all of teacher has been graduated from university with S1 title degree. See the following data:

- *Datum 61 / Teacher 1 / interview at 6th June 2017*

“The teacher has been graduated from university with diploma S1 certificate. And teaching English in school during 15 year”.

- *Datum 62 / Teacher 2 / interview at 10th June 2017*

“The teacher has been graduated from university with diploma S1 certificate. And teaching English in school during 7 year”.

- *Datum 63 / Teacher 3 / interview at 13th June 2017*

“The teacher has been graduated from university with diploma S1 certificate. And teaching English 1 in school during 3 year”.