

CHAPTER IV

RESEARCH FINDINGS

This chapter consist of data presentation and findings which are related to the formulated of research questions covering by : 1) The Teachers' Professionalism Reflected in English Teaching Practice 2) The Teachers' Professionalism Reflected in Creating Learning Environment 3) The Teachers' Professionalism Reflected in Evaluating Students English Achievement.

A. Data Presentation

In this data presentation, the researcher presents the data collected from the result of doing observation and interview. The followings were presented the findings of the study related to the formulation of research questions.

1. Data Presentation on the Teachers' Professionalism Reflected in English Teaching Practice.

In developing their professionalism, the subjects provided themselves by;

(1) Fulfill the standard of academic qualification and teachers' competence, (2)

they join seminar, training and workshop of education, (3) making literary or articles, and making self assessment.

a. They Fulfill or Meet the Standards of Academic Qualifications and Competence of Teachers

Standard Competence of teacher refers to the competence which must be possessed by the teacher as professional, which are pedagogy, professional, personal and social competences.

1) Teacher 1 (T1)

The researcher classified the finding of her teachers' professionalism collected from the result of having interview to the English teacher (T1) who taught in MTsN 1 Trenggalek and also interview and observation in English class.

Based on the result of interview on May 9th 2017, the researcher got information about the competence in T1 as English teacher professionalism. T1 gave explanation about her teaching in the classroom. T1 could manage the class and the students well in teaching and learning process. In teaching, T1 planned his teaching by using long plan or called as syllabus as guide to make lesson plan. T1 made daily plan to be applied in her daily teaching. It made her easier in doing something when she prepared everything before teaching in the

classroom. Then, T1 said that “When we make lesson plan before teaching, it could easier to the teacher in teaching and could achieve the purpose of teaching”. T1 showed to the researcher, she arranged the activity in lesson plan starting from opening, stimulating, giving instruction, closing and following up. Lesson plan or daily plan in teaching helped T1 to making the teaching and learning process did not separated or out of the guideline that made before. Before taught the whole of the material, T1 discussed with her students about what they are going to do in the lesson, it would make the students know about the advance of the material for them.

Meanwhile, related to theory practice, the subject (T1) used some methods and media that helped them easier in explaining the material. By using methods and media, students would more interesting and interactive in accepting the material and they did not bored with the lesson.

The subject stated that:

“I always use some methods and media when I teach, such as, Grammar Translation Method when I teach about tense, analysis text; I also use Audio Lingual Method”.

T1 continued her statement, she always browsing from Google and web to support the material. By using the internet, it added and supported the material, and students got knowledge not only from the book and their teacher

but also the other sources in out of the school. In other day, May 18th 2017, the researcher conducted observation in class X-E, based on observation the research knew T1 delivered the teaching material very well and the students understand what the teachers said. She taught her student appropriated with the lesson plan which made before. Furthermore, she used some method like Grammar Translation Method when she explained about *news item text*. T1 decided her students in groups and she asked them to analyze the text together.

After analyzed the text she asked the student to practice in front of the class. By used various methods in teaching, it facilitated her to teaching some material. Not only used the methods in teaching T1 also use media when she taught the material such as laptop, and LCD. T1 also asked her students to browsing in internet when needed. That media was very important for her to convey the material. Before closing the class, she reviewed the material to know that her students understand with the material. T1 asked one by one to the students, and the students gave response to her. In this case, when students gave response it means that they understand about the material. T1 was never forget to give student homework,

She said that;

“I give them homework because I try to give them responsibility to their self”.

Sometime T1 asked them to exchange their homework or task to their friend and they corrected together. She also gave questions related to the material in order to know the students' understanding and it was also one of her ways to evaluate the process of teaching learning.

As a teacher, T1 had a good personality, it showed when she was in the classroom, she always wearing dress neatly, and have good behavior. She was also give motivation to her students if her students had a problem with their study or their home. The researcher tried to prove with interview some students who taught by T1 that conduct on May 13th 2017.

The student said:

“My teacher always give motivation when we are lazy miss, she always give support to us to study hard at home”.

The tasks of teacher not only teach students but also give motivation, and support to their students. As teacher, T1 tried to build good relationship with the students not only teach to them. In other side, T1 tried to build good relationship with other teachers and the parent of students. When other teacher had class and she forget, the other remembering. Then, when the student had problem, T1 tried to solve, as the way, she asked the parent and try to solve the problem together.

Based on the data above it concluded that, teachers' professionalism reflected in English As a Foreign Language (EFL) Instruction at MTsN 1 Trenggalek fulfilling the standard of academic qualification and competence of teacher. She applied the competence of teacher such as pedagogic, professional, personal and social competence in daily teaching and learning. This effort was very important to the teacher because by meeting the standard of teacher. It showed, as a teacher met criteria as a professional teacher.

2) Teacher 2 (T2)

The researcher had classified the findings of teachers' professionalism from the result of having observation in the class and interview to the teacher (T2) and also the student of teacher.

Before teaching, like T1, T2 also planned her teaching by preparing syllabus or long-range plan as a guide to make lesson plan. From syllabus, she made daily plan in order to make her teaching more focused. Based on observation on May 12nd 2017, the researcher followed in T2' class, the researcher saw that T2 opened the class with good atmosphere. Because that day is listening class, T2 asked the student to the language laboratory. T2 played tracks that consist of task, and the student answer the question in the task book. It showed that T2 exploited the media to explain the material. Therefore, it was not make the class boring, and the students enjoyed the material.

From interview, the subject stated:

“I never deviated to use media to explain the material, so students will not bore”.

T2 also ordered the student to look for the other material in the library because many sources could be find in there and not only from the teacher' book the students got knowledge but also from other sources. T2 always evaluated the material before closing the class, by asking students to review the material, she also gave them question related to the material and sometime made summary about what students got from the teacher' explanation.

Similar to the T1, T2 made good relationship with students not only in the class but also outside of the class. By building good relationship with students and other teacher, it depicted that T2 meeting the personal and social competence in the standard of teacher. Sometime she asked the student when she/he had problem with their home or their school. She also gave motivation to them to become a good student. So, when the teachers build a good relationship it made good effect to the teaching learning process. The students were easy to accept the material when the teachers care and respect to the students. Some students were happy when the teacher corrected the error in their speaking, because they know the teacher listened what they talk. Beside build relationship with the students and other teacher, T2 also build a good relationship with the parent of the students. It used to know deeply about the students' family background.

Based on the first data presentation, it concluded that all the teachers tried to develop the professional in teaching and learning by fulfill the four competences that have been determined in law of education. The teachers had similarities, the four competences applied in the teaching learning process. In the classroom she applied the pedagogic and professional competence when she taught the material. She also did not forget about personal and social competence that important things in teaching learning process. They had good skill as a teacher, such managed the class very well and used variation in the methods, media, approaches when they teaching. Before starting the lesson they prepared the lesson plan to made teaching and learning process run well. Besides that, they build good relationship with their students, other teacher and students' parent. They also always gave motivation, respect to their students, because the teachers knew the role as a teacher not only teaching, as a controller, tutor, and resource, but also as a parent in the school for the students. Related it, the teachers met criteria as a Professional Teacher and they fulfill The Standard of Academic Qualification and Standard Competence of Teacher.

b. Join the Seminar, Training and Workshop of Education

Before discussed about the teacher effort in developing their professional trough join in Seminar, Training and Workshop, first, the researcher showed the little definition about the them based on researcher' opinion.

- 1) Seminar educational events that feature one or more subject matter experts delivering information primarily via lecture and discussion.

- 2) Training is about the acquisition of knowledge, skills, and abilities through professional development.
- 3) A workshop has the sense of being a relatively small event with all parties involved in the discussion Workshops tend to be smaller and more intense than seminars.

4) 1) Teacher 1 (T1)

Based on interview that held on May 9th 2017, the teachers' from T2 in reflecting her professionalism in teaching English also joined in trainings, seminars and workshops. When the teacher joined the training, they got new experience in a way to teach English. They could share their experience in teaching with their collage, sometime teacher discuss about how to develop material, how to develop students' book, and everything about education. Not only it, but also they got new knowledge in that event.

The subject said that:

“In seminar we can exchange our experience to other, so it can help us to develop our material”.

When the teachers exchange their material and their experience it could make the teaching learning process not monotonous. From documentation, T1 showed to the researcher about the certificate which got, such as *International*

Seminar Education for Nation Character Building. In those seminars, T1 got many new experiences and knowledge to develop their career in teaching.

From the result, it concluded that the certified teacher (T1) had criteria that were active in the organization of education activities. She was also active, creative, and innovative to develop learning and always up-date on information or problem that occurs around by join the seminars, trainings, and workshops.

2) Teacher 2 (T2)

This teacher also joined in seminar that held by other institution. Based on interview with T2, the researcher got information that in seminar and training the teacher got training to develop material. The teacher shared what she has been taught in the class about her experiences in teaching and the other teachers could take the knowledge from it, such as T2 lack or weakness in teaching and how to solve it, so the teaching learning process will run well again. They also shared about the good methods and approaches in teaching English that they could apply in the classroom. There were many other discussions about education, especially in English teaching in the seminars, training and workshops that the teacher (T2) has been follow.

In the middle of interviewing her, the subject also added that:

“Seminar or training can help us to develop our professional in teaching because we can get experience in it, especially, about teaching and learning”.

Furthermore, as a professional, she was active in education program and active as member, because T2 was aware it was important to her career. She always developed her knowledge by participate in the events that hold by institution. So, by joined in those events, she got new experiences in teaching.

Based on the second explanation above, the teachers participated in some events or organization in education like the explanation above. By joined seminars, trainings, workshops they could more active creative and innovative to develop learning and always up to date with the information of education. So, it concluded that all the teachers had professional in teaching and they met the criteria as professional teacher.

c. Making Literary or Article

1) Teacher 1 (T1)

Beside fulfill the standard of teacher and teachers' competence, joined seminars and trainings, the third effort from the teacher in developing her professionalism was this teacher also made literary or some articles. She never stops to learn, because by making the literary or making classroom action

research, it helped her to develop her skill. She also developed her teaching material with other teachers.

Based on interview, the subject stated and showed to the researcher about her literary.

“Sometime I make literary article about bullying and Action Research to develop my skill in writing English and to improve my skill in teaching, and to know the problem in the class”.

From documentation, the researcher saw her literary about “*Bullying Students*”, and the sample of classroom action research. The third effort that was T1 done, it not only showed that she tried becoming a professional for herself and her career but tried to shared her knowledge to other. Furthermore, the result of her work, could use as a reference by the other teacher or novice teacher in teaching English.

2) Teacher 2 (T2)

Although T2 did not certified yet, this teacher tried to improve her knowledge and skills through writing. She wrote some articles to develop her skill, to add her knowledge about education. T2 also made classroom action research about “*Improving students’ writing ability*”. She said with writing, she could show her skills and she could express her feeling. After teaching, not only self assessment for her students, but also the teachers made self assessment for herself to know how she taught the students today.

She said that:

“I make scratch about self assessment, self assessment is important for me because it can show my error in teaching and I can repair it in other class and also other material”.

Beside asked students to make self assessment, T2 also made it because through the self assessment this teacher knew the weakness of her teaching, and it could as a guide to made the teaching and learning better than today.

The researcher got information, the teacher had same effort in developing material, such: They fulfill the Standards of Academic Qualifications and Competence of Teachers. Both of them had similarities, they met the criteria of professional teacher and they applied the four competence (pedagogic, professional, personal and social competences) in the daily teaching. They had a teachers' skill and they knew the role as a teacher. Certified (T1) and non-certified teacher (T2) had good pedagogy and professional competences. They always made lesson plan and prepared the material before teaching English, they searched in the internet and other books when they need the material, and they also managed the class very well.

In personal and social competences, the teachers applied it very well. They build good relationship with the students and other teacher. Both of them were very kinds and care with their students. If the students had problem about their school or their home, those teachers also tried to help and solve it. The

teacher made discussion with parent, and tried to find the solution. In build good relationship with the other teacher, the teacher often discuss about the material, they exchange and shared their idea in teaching through joined seminars, trainings, and workshops. In those education programs, they would more innovative to showing their idea in developing learning. They also more update with the information that occurred around them. Besides that, to developing teachers' professionalism was making literary, article, doing classroom action research. They stated to never stop to learn about English and education. But any little different from T2 include self assessment to know the weakness from her teaching.

2. Data Presentation on the Teachers' Professionalism Reflected in Creating Learning Environment

a. The Professional Teachers in Doing EFL Teaching

Teacher 1 (T1)

While teaching, T1 used some methods, approaches and media. Firstly, talking about approach, T1 used some approaches to be applied in his teaching. Approaches which often used by T1 such as CTL (contextual teaching learning) and CA (communicative approach). For contextual teaching learning, I this method the teacher used it to relate the material with students' environment so that by

using this method the students could be easier to understand the material. For example, the teachers talked about sport, T1 tried to relate it with student environment in the school by asking them to mention what kind of sport that they do in the school. For communicative approach, T1 gave his students chance to ask questions or share their opinion about the material which has been learned in order to make his students communicative with English.

The researcher saw, to make the student say something, T1 asked them by saying “did you have difficulty about this material?” and “anybody wants to give opinion or idea?”. T1 also did not stop his students when they made mistakes in using language.

Secondly, talking about methods, T1 used Grammar Translation Method. T1 used it when he discussed about text and had to explain about the pattern of tenses used in the text. He also never forgot to ask the students to practice translating and memorizing the pattern of the tenses used in a certain text. T1 also used audio lingual method. This method was applied when T1 asked the students to imitate what was said by T1. T1 stated “I often asked my students to follow what I said so that I could practice their pronunciation”. When his students read a text or did dialogue, he controlled and guided them to pronounce words correctly also.

Besides that, T1 used Suggestopedia. For Suggestopedia, T1 applied this method when asking his students to read as much as possible so that it could help them in improving their vocabulary and he did not avoid his students to combine Indonesian and English in answering question or asking something. T1 said “for seven grades, their vocabulary was very limited therefore when they read a text I asked them to list the new words that they found and asked them to look up the meaning in the dictionary”. The researcher also saw some of his students’ book filled notes about vocabulary. When teaching, T1 also give comfortable learning environment so that the students enjoyed in learning. For example, before asking them to did the conversation, he gave the situation such as friend birthday party and new identify to them. By having new identify they would do the conversation as if they came to their friend birthday party and act as identify given. He also used community language learning. In this method, he asked them to sit in group and he gave them a certain theme to be discussed and then each group did conversation based on the theme given.

Furthermore, to make teaching and learning was interesting. T1 used some media such as books, pictures, cards, real object, photos, language laboratory, LCD and laptop. T1 said “for media sometimes, I made by myself but I also asked the students to make it”. When he did

not preparation of media, he used everything in surrounding class to be used as media. For example, when he talked about descriptive he asked students to describe their class, their friend or their school. In teaching writing and speaking he used some media like photos, pictures, cards, book and real object. Meanwhile, in listening, T1 used language laboratory, laptop, LCD and sometimes T1 used microphone and told the story directly to the students.

Besides that, when teaching, she never left the class except there was an important thing. T1 said “when I did not come, I never forgot to permit and give the task to the other teacher in order to be conveyed to them”. Then, in the class he made himself as the focus attention by using clear voice and stand up in front of class or among the students. After giving explanation, he walked in the class to check or give suggestion to the students when they did exercises. T1 also repeated the explanation if his students did not understand about the material and sometimes made jokes to make them relax. T1 stated “I did not want to make them too serious in my class so that joke is needed”. When teaching, T1 also did a reliable thing to instance, giving motivation and question in the end of lesson.

In addition, when teaching, he did not forget to allocate time to make his teaching more focused such as allocating time to give explanation and giving time to the students to talk and do exercise. To

control the class, he liked to say “don’t be noisy!” and in order to make them interested in learning material, T1 liked to give questions related to the students’ experiences. Meanwhile, in doing task or exercise, T1 sometimes asked them to collect photos related to the theme that was given and gave comment on it and for pair activity, T1 asked them to make short dialogue and perform it.

When giving the material, sometimes he gave the same material or topic but for different activity. T1 stated “I gave them the same topic because of the syllabus and features of the material itself”. For instance, in writing, they wrote descriptive text and for speaking, they had to tell what was written. During teaching, he never got difficulty in answering the questions from his students and when his students obtained the difficulty in doing task, he asked them to find another sources from other books or internet. His students said “T1 ever suggested us to find example from internet such as how to make a certain food”.

Dealing with the teacher knowledge, T1 attempted to improve his skill by joining some seminars, sharing with other teacher and reading some books related to English teaching.

Teacher 2 (T2)

Similar with T1, T2 utilize some approaches to assist her in teaching. First, she used CTL (Contextual Teaching Learning). In delivering the material, she connected the material with the students' environment or experiences. For example in discussing about recount text, she asked them about tourism places which they visited and from that she related it to the material.

Second, she also used Communicative Approach. For Communicative Approach, T2 gave students questions to make them talk or say what they understood related to the material. T2 also asked the students to understand the text and then conveyed their understanding in front of class. Besides that, to make them speak, she asked them to make short dialogue and perform in front of the class. She said "I was very happy when they asked or said something although they got difficulty in using language and made mistakes".

Furthermore, she used some methods in teaching. Like T1, T2 used Grammar Translation Method. In this case, she applied it to assist her students in learning tenses used in the text. After the students understood, she asked them to translate, wrote the difficult words and found the meaning of those words. The researcher also saw, when she gave explanation about active and passive sentences she asked students to memorize the structure and ask them to make some

examples. She said “I never forgot to give the explanation and examples when talked about tenses”.

Besides that, she also used another method such as Audio Lingual Method and Suggestopedia. The application of Audio Lingual Method, she gave the students model to say a certain word then they said like what the teacher said. She stated “when I found unfamiliar words I asked them to follow what I said so that I could practice their pronunciation”. Commonly, after her students did conversation, she corrected their pronunciation by giving the correct model how to pronounce a certain word. Then she also used suggestopedia. Before starting lesson, the students read the vocabularies in their note and LKS. She revealed “without I asked, they read their notes in their book to improve their vocabulary and remind them about the previous material”. The researcher saw, when her students read their notes, she also corrected and guided them to pronounce word correctly. When teaching, she also gave question to her students and although they could not answer correctly, she accepted their answer because it was her way to overcome their obstacle in learning and to build the student’s confidence.

Meanwhile, TPR (Total Physical Respond), silent way and community language learning were rarely used by her. She used total physical respond when the students were uninterested in learning then

she gave instructions such as standing up, stretching, your hand and expressing a letter by moving their body. For silent way, she used it to know the students' understanding about the previous new material and make them to be active students. For example, without giving explanation, she gave the material and directly asked them to understand it and do the exercise but she still gave them opportunity to ask and for community language learning, she commonly asked them to make some group and discussed a certain text so that they could make a text like they discussed.

To make her teaching more interesting, she utilize some media like LCD, language laboratory, laptop, pictures, books, real project and slide. For media, like T1 she not only used media provided by school but also sometimes made by herself. For teaching listening, T2 used language laboratory, laptop, slide, and then LCD. T2 stated "in listening, sometimes I gave them video about narrative and then gave them questions from that video".

Then, when an unexpected thing happened in her teaching, commonly she permitted to leave the class for a while and ask them to do exercise. In the class, she tried to be a focus attention by using clear voice and loudly when giving explanation. She also respect to her students such as when they asked or answered the questions and gave joke to minimize their anxiety. In teaching, she also did routine

activity such as asking the students to read their notes, giving homework and being on time in coming to the class.

Not different from T1, T2 also allocate time to give explanation. She also gave time for her students to do exercise or talk. Besides that, to control her class, she requested to them to keep silent. For the student activity in the classroom, she often asked them to do personally and sometimes in group or pairs. For grouping, the activities were finding a story which was completed by series of pictures and making dialogue for pairing activity.

When giving activity, she often gave the same material to different activity. T2 said, "I gave the same topic for different activity because it was based on the curriculum". For example, for speaking activity they told about their experiences and they had to write it for writing activity. In every meeting, T2 attempted to make her students enjoyed with what they learned by relating the topic or material with students' experiences such as talking about recount text. T2 asked them to remembered their good or bad event which happened to them and after that T2 gave illustration about what recount was.

Then, during teaching, she sometimes got difficulty in answering question from her students because she was doubt with her answer and was not shy to acknowledge it. T2 said "when I was doubt with my answer, in next meeting I gave them clarification".

Meanwhile, when her students got difficulty in doing tasks, she asked them to find reference another book or internet. For her, to keep up-date information, she liked to share with other teachers, read article or journal on internet and attends some seminars.

Teacher 3 (T3)

Similar with T1, T2 and T3 used similar approaches, methods and media in teaching EFL. Dealing with approach, T3 used CTL (contextual teaching learning) and CA (communicative approach). The first was contextual teaching learning. In conveying material, T3 related it with the real situation around the students. For example, T3 talked about descriptive text and then they asked to describe something in the school environment such as the canteen, the library, the English teacher itself, or their classmates.

The second was communicative approach. She tried to make her students speak or be brave to share their opinion by giving some questions after giving explanation. T3 revealed “if their speaking was good for other skill was average, it could be considered for scoring”. The researcher saw, she often gave questions to her students in the middle of her teaching. She said “I liked to make my students speak because I emphasized on speaking so that they are free to talk everything related to English”. She also said “I appreciated to

everybody who wanted to speak in my class however they made errors”.

In addition, to obtain successful teaching T3 used some method such as Grammar Translation Method, Audio lingual method, suggestopedia, CLL (community Language learning), and TPR (total physical respond). The application of grammar translation method, she used bilingual language (Indonesia and English) and when explaining about tenses she used in the text she gave the pattern and example to them. The researcher also saw in same students' book, T3 gave them homework to translate the text and make a list of difficult word from the text. For audio lingual method, she often read a text and students had to follow what was read by her and when she said an unfamiliar word, they imitate it. T3 said “I liked to practice them how to pronounce English word correctly”. The researcher saw, she corrected, controlled and guided her students to read a text in front of class.

Then, the application of suggestopedia, T3 taught in relaxing way so that her students could be comfortable with T3. T3 said “when teaching, I had to make them enjoyed so that I could make them interested in learning”. For example, she gave a song when teaching. Her students said “our teacher gave as a song to make us more interesting and make us joy in learning”. Besides that, T3 used community language learning. In this method, T3 asked them to make

a group and after this she asked them to make a certain text by giving them a certain topic and every group has different situation. She said “sometimes, I asked them to do an activity I group so that they could share one another and it would make them easier in doing something because they work together”.

Meanwhile, TPR was seldom used by her. She applied it when some students was not interested in learning, she gave instruction and model such as inviting them to stand up, stretch hands or do a movement. Her students said “our teacher sometimes asked us to stand up or do a small movement to make us have new spirit”.

Next, to make the students more enthusiasm in learning, she used media. For media, sometimes she asked the students to make it and also used media provided in the school. When teaching, T3 used media such as a real project, LCD, slideshow, laptop, language laboratory, picture, book and series pictures. For speaking and writing, she used pictures, real object, books and series pictures. In listening program, T3 used language laboratory, LCD, slideshow and laptop. T3 stated “I like to use audio visual media when teaching”.

When she taught, T3 sometimes had to leave class for a certain thing and if it happened, she asked them to do exercise and submit it. Different from T1 and T3. She liked to make jokes because it was one

of her way to make them enjoyed, motivated and closed with her. T3 also liked to give information not only about English but also technology especially social media.

Next, to control the condition of the class she requested them to read the textbook, gave questions or gave instruction such as “don’t be noisy or pay attention please!”. One of the way to make her interested in learning the topic like inviting them to learn in library or garden so that they could explore their idea. She also attempted to give the variety of activity such as asking them to do activities not only individual but also group or pair. For grouping the activity was making a certain text or for pair, she asked them to make dialogue or conversation.

In some case, T3 provided the same topic or material for different activity because of the curriculum. Although, she has been teaching for sixteen years, she ever had difficulty in answering a question from her student because she was doubt to answer it. T3 revealed “sometimes, because I was doubt, I gave them answer in the next meeting”. Then, if her students obtained the difficulty in doing tasks, she suggested them to find reference on internet or another books. While, for herself, to get new information about English

teaching, she often shared with other teacher, joined in seminars and read some books related to English teaching.

Based on Standard Academic Qualification and Teacher Competence, there are four competences that are Pedagogy, Personal, Professional, and Social Competence teachers must have to become professional teachers. Furthermore, the researcher found all the teachers' fulfill the four competence and they tried to apply the competences in the teaching learning. They knew how to manage the class well, and they always prepared the material before they teaching. Sometime the teachers' monitored their students, such they did not responsibility with their work. The teachers also respected to their students because they understand as a teacher they had a role as a parents in the school. They guided their student to achieve the material, and they discussed about the material, it used to showing students' idea or students' opinion about what they knew from the material. It was showed that the teachers' not only had good competences as a teacher, but also they applied their competences in daily teaching.

3. Data Presentation on the Teachers' Professionalism Reflected in Evaluating Students English Achievement

a. The Professional Teachers in Evaluating EFL Teaching

Teacher 1 (T1)

For evaluating the teaching and learning process, T1 used two kinds of evaluation that was traditional evaluation and alternative evaluation. But in fact, T1 was not unconscious that he used alternative evaluation. In formal evaluation, he used some principles that he never forgot to give announcement to the students before conducting test. Test given to them was based on what the students learned before. For questions, T1 used different variation starting from easy, rather difficult and difficult and when delivering the result of test, he liked to give comment directly to his friends. For example, if his students got bad score, he said to them to study hard or asked them why they got bad score? And for students who got good score, he said "it was good and improve it".

Furthermore, for formal evaluation, T1 evaluated the students' ability in listening, speaking, reading, writing. In listening activity, he often asked the students to listen carefully the conversation or story and then T1 asked or gave questions directly to them. T1 said "I liked to give question orally because I could know the real ability of my students in listening". For speaking, T1 liked to ask the students

directly perform in front of class such as describing something or introducing him/herself. Besides that, in speaking, T1 asked the students to do conversation or he did conversation with the students directly to know speaking ability from every individual. Then, to point out the student ability in reading T1 commonly used multiple choice and essay. T1 stated “for essay consist of questions which need ability to comprehend the general idea of the text, understand particular information, find similar word based on the text and find the reference of pronounce in the text”. While in evaluating writing, T1 often ask the students to write such as describing future house, writing a story or making congratulation card. For the activity in writing, T1 choose the material based on what the students learned so that I could reflect their real ability.

Besides that, T1 applied the informal evaluation although he was not conscious about it. For informal evaluation, he sometimes asked his students to exchange their homework with the other friend. T1 stated “for homework, I often corrected it by myself”. In this case, he tried to give them responsibility each other. T1 seldom gave tasks which need a consultation with him. T1 just asked them to do the tasks and in the next day they had to submit. Meanwhile, in providing task, he did not discuss with the students so the students had to follow his instruction to do that task although, in determining topic of the task he

discussed with his students. In addition, after teaching, T1 gave the students some question related to the material in order to know the students' understanding and it was also one of his ways to evaluate the process of teaching and learning.

Teacher 2 (T2)

Not different from T1, T2 also applied formal and informal evaluation. She applied the principle of formal evaluation such as before administering the test, T2 sometimes gave information and ever did test without informing them. T2 gave the test which has been learned by giving the different level of difficulty. T2 also did not forget to give comment toward the students' result after doing test to motivate them to study more. Furthermore, in formal evaluation especially listening, commonly she asked them to listen to a story, music or watch video and gave questions directly or in the form of multiple choice. For speaking, she liked the students to perform their ability in front of class such as telling a story or an experience. Meanwhile, to know the students ability in reading, T2 commonly gave question in the form of multiple choice and essay. For essay consisted of identifying order of event, topics or arguments, identifying referents and guessing the meaning of unfamiliar words. In writing, T2 liked ask them to write a narrative or recount text and sometimes gave a text consisted of multiple choice and essay. Then,

T2 also used informal evaluation for instance, asking the students to exchanged their homework, it depended on type of homework” and when she wanted to provide task to the students T2 often discussed or gave alternative choice about the tasks that would be done. Besides that, to evaluate the successful of teaching, after finishing a certain topic or material, she gave the students test.

Teacher 3 (T3)

Similar with T1 and T2, T3 used some evaluations that were formal and informal evaluation. Before giving test, she liked to give them information but sometimes she conducted a test without informing them. T3 said “when the result of brainstorming was good, I directly administered a test and vise versa”. In making test, the test was familiar with what they learned before with different level of difficulty. When delivering the result of test, T3 gave note in their work and comment directly to them. For instance “you must study hard, excellent good”. Meanwhile, for evaluating listening, T3 asked them to listen a story, dialogue or conversation and song then answer question in the form of multiple choice, complete a lyric of song and answer the question based on a story or dialog from what they listened. For speaking, T3 liked ask them to perform in group and individually. For individually, commonly T3 asked the students about a certain case to know their opinion because she wanted to explore

their speaking ability. To evaluate reading, she used the technique like multiple choice, short answer and guided short answer. For short answer, it required to understand general idea of text, particular information in the text, identify the meaning of unfamiliar word and referents of pronoun. The last was about writing, T3 commonly asked them to make notice, dialogue, short recount and narrative text.

T3 also used informal evaluation. In this evaluation, she liked to give the students responsibility in correcting homework. T3 stated “I often asked them to correct homework by themselves and exchanged their work with other classmates”. T3 also gave task which required a consultation with her like writing recount text or other in group. Then, in giving task T3 did not discussed with the students but in determining the topic of the task she gave them choices. Besides that, to evaluate her teaching, in the end of the lesson she gave questions to know how far her students understood about the material and to help her in planning the next lesson.

The teachers fulfilled the Standards of Academic Qualifications and Competence of Teachers, and join to seminar, training, workshop, in classified in formal effort. Making literary and made self reflection classified in informal effort to develop their professionalism in teaching English.

B. Research Finding

This part presents the research findings about how is the Teachers' Professionalism Reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek.

1. The Finding on The Teachers' Professionalism Reflected in English Teaching Practice

Teacher 1 (T1)

The researcher got information about the competence in T1 as English teacher professionalism. T1 gave explanation about her teaching in the classroom. T1 could manage the class and the students well in teaching learning process. In teaching, T1 planned his teaching by using long range plan or called as syllabus as a guide to make lesson plan. From documentation, the researcher saw he develop his lesson plan which consisted of opening, stimulating, giving instruction, closing and following-up. T1 stated "when teaching, I never deviated from the lesson plan because I was trying to be able control the situation and condition of the class". From his lesson plan especially in evaluating, he planned to use daily evaluation primarily in the form of formal evaluation to know the students achievement such as in learning reading, speaking, listening or writing. Besides that, T1 planned to use informal evaluation to monitor the students' progress although it was not written in his lesson plan. For the activity such as giving them additional score when they could answer the question from him. Then, before conducting teaching, T1 prepared himself by reading material that would be taught. T1 stated

“I taught seven grades for every long time but, I would be more comfortable by doing preparation such as reading”.

Teachers 2 (T2)

Before teaching, T2 planned her teaching providing syllabus as a guidance to conduct teaching. By having syllabus she made lesson plan especially daily plan to make her teaching easier and could achieve the purpose of teaching. In her lesson plan, she arranged the activity in lesson plan starting from opening, stimulating, giving instruction starting and follow-up. When she taught, she even deviated with the lesson plan because the condition of the students that was difficult to be controlled. In her lesson plan, she made the kind of evaluation that was daily evaluation. It consist formal and informal evaluation. For formal evaluation, she planned to give them to test to measure ability in listening, speaking, reading and writing. She also planned to use informal evaluation such as giving additional score for active students or other students' project. However, it was not written in her lesson plan. The researcher saw, she gave additional score when some student could answer some question correctly. Similar with T1 and T2 also prepared herself before teaching in order to make her teacher run well. T2 revealed ‘commonly, I read the material that would be taught because it could help me to set the activity in the class based on the material.

Teacher 3 (T3)

Like T1 and T2, this teacher also planned her teacher by preparing syllabus or long-range plan as a guidance to make lesson plan. From syllabus, she made daily plan in order to make her teaching more focused. For the activity, it consisted of opening, stimulating, giving instruction, closing and following-up. In teaching, she even got unplanned event so that she changed her plan. T3 stated “I ever deviated with lesson plan because of a certain case like my students were not ready to be given new material so I had to explain again the previous material and it depends on the real situation in classroom”. From documentation, she planned using daily evaluation especially formal evaluation by giving the students test to find out the students’ achievement during teaching and learning process. In addition, like T1 and T2, she also planned using informal evaluation although it was not written in her lesson plan. The informal evaluation is done by monitoring the students’ progress when they were active answering questions or active in class discussion. Besides that, she did preparation before teaching by reading the material that would be taught.

This part present the findings about how is The Teachers’ Professionalism reflected in Teaching Practice. Based on The Data Presentation above, it concluded that both certified teacher (T1) and non-certified teacher (T2) had similar Teachers’ Professionalism reflected in An English Foreign

Language (EFL) Instruction at MTsN 1 Trenggalek, The Teachers' fulfilled The Standard of Academic and Competence of Teacher, they joined Education Program like Seminars, Training for Teacher, and Workshops. Being could make them Active, Creative and Innovative to develop the Learning, material, and always update with the information that occurred around them. Before starting the lesson they prepared the lesson plan to made teaching and learning process run well. Besides that, they build good relationship with their students, other teacher and students' parent. They also always gave motivation, respect to their students, because the teachers knew the role as a teacher not only teaching, as a controller, tutor, and resource, but also as a parent in the school for the students. They also made Literary, Articles, and Doing Classroom Action Research. They never stop to learn because they knew as teachers should have skill and they also should develop her skill.

2. The Finding on The Teachers' Professionalism Reflected in Creating Learning Environment

a. The Professional Teachers in Doing EFL Teaching

Teacher 1 (T1)

While teaching, T1 used some methods, approaches and media.

Firstly, talking about approach, T1 used some approaches to be applied in his teaching. Approaches which often used by T1 such as CTL (contextual teaching learning) and CA (communicative approach). For contextual teaching learning, I this method the teacher used it to relate the material with students' environment so that by

using this method the students could be easier to understand the material. For example, the teachers talked about job, T1 tried to relate it with student environment in the school by asking them to mention what kind of job of their father. For communicative approach, T1 gave his students chance to ask questions or share their opinion about the material which has been learned in order to make his students communicative with English.

The researcher saw, to make the student say something, T1 asked them by saying “did you have difficulty about this material?” and “anybody wants to give opinion or idea?”. T1 also did not stop his students when they made mistakes in using language.

Secondly, talking about methods, T1 used Grammar Translation Method. T1 used it when he discussed about text and had to explain about the pattern of tenses used in the text. He also never forgot to ask the students to practice translating and memorizing the pattern of the tenses used in a certain text. T1 also used audio lingual method. This method was applied when T1 asked the students to imitate what was said by T1. T1 stated “I often asked my students to follow what I said so that I could practice their pronunciation”. When his students read a text or did dialogue, he controlled and guided them to pronounce words correctly also.

Besides that, T1 used Suggestopedia. For Suggestopedia, T1 applied this method when asking his students to read as much as possible so that it could help them in improving their vocabulary and he did not avoid his students to combine Indonesian and English in answering question or asking something. T1 said “for seven grades, their vocabulary was very limited therefore when they read a text I asked them to list the new words that they found and asked them to look up the meaning in the dictionary”. The researcher also saw some of his students’ book filled notes about vocabulary. When teaching, T1 also give comfortable learning environment so that the students enjoyed in learning. For example, before asking them to did the conversation, he gave the situation such as friend birthday party and new identify to them. By having new identify they would do the conversation as if they came to their friend birthday party and act as identify given. He also used community language learning. In this method, he asked them to sit in group and he gave them a certain theme to be discussed and then each group did conversation based on the theme given.

Furthermore, to make teaching and learning was interesting. T1 used some media such as books, pictures, cards, real object, photos, language laboratory, LCD and laptop. T1 said “for media sometimes, I made by myself but I also asked the students to make it”. When he did

not preparation of media, he used everything in surrounding class to be used as media. For example, when he talked about descriptive he asked students to describe their class, their friend or their school. In teaching writing and speaking he used some media like photos, pictures, cards, book and real object. Meanwhile, in listening, T1 used language laboratory, laptop, LCD and sometimes T1 used microphone and told the story directly to the students.

Besides that, when teaching, she never left the class except there was an important thing. T1 said “when I did not come, I never forgot to permit and give the task to the other teacher in order to be conveyed to them”. Then, in the class he made himself as the focus attention by using clear voice and stand up in front of class or among the students. After giving explanation, he walked in the class to check or give suggestion to the students when they did exercises. T1 also repeated the explanation if his students did not understand about the material and sometimes made jokes to make them relax. T1 stated “I did not want to make them too serious in my class so that joke is needed”. When teaching, T1 also did a reliable thing to instance, giving motivation and question in the end of lesson.

In addition, when teaching, he did not forget to allocate time to make his teaching more focused such as allocating time to give explanation and giving time to the students to talk and do exercise. To

control the class, he liked to say “don’t be noisy!” and in order to make them interested in learning material, T1 liked to give questions related to the students’ experiences. Meanwhile, in doing task or exercise, T1 sometimes asked them to collect photos related to the theme that was given and gave comment on it and for pair activity, T1 asked them to make short dialogue and perform it.

When giving the material, sometimes he gave the same material or topic but for different activity. T1 stated “I gave them the same topic because of the syllabus and features of the material itself”. For instance, in writing, they wrote descriptive text and for speaking, they had to tell what was written. During teaching, he never got difficulty in answering the questions from his students and when his students obtained the difficulty in doing task, he asked them to find another sources from other books or internet. His students said “T1 ever suggested us to find example from internet such as how to make a certain food”.

Dealing with the teacher knowledge, T1 attempted to improve his skill by joining some seminars, sharing with other teacher and reading some books related to English teaching.

Teacher 2 (T2)

Similar with T1, T2 utilize some approaches to assist her in teaching. First, she used CTL (Contextual Teaching Learning). In

delivering the material, she connected the material with the students' environment or experiences. For example in discussing about recount text, she asked them about tourism places which they visited and from that she related it to the material.

Second, she also used Communicative Approach. For Communicative Approach, T2 gave students questions to make them talk or say what they understood related to the material. T2 also asked the students to understand the text and then conveyed their understanding in front of class. Besides that, to make them speak, she asked them to make short dialogue and perform in front of the class. She said "I was very happy when they asked or said something although they got difficulty in using language and made mistakes".

Furthermore, she used some methods in teaching. Like T1, T2 used Grammar Translation Method. In this case, she applied it to assist her students in learning tenses used in the text. After the students understood, she asked them to translate, wrote the difficult words and found the meaning of those words. The researcher also saw, when she gave explanation about active and passive sentences she asked students to memorize the structure and ask them to make some examples. She said "I never forgot to give the explanation and examples when talked about tenses".

Besides that, she also used another method such as Audio Lingual Method and Suggestopedia. The application of Audio Lingual Method, she gave the students model to say a certain word then they said like what the teacher said. She stated “when I found unfamiliar words I asked them to follow what I said so that I could practice their pronunciation”. Commonly, after her students did conversation, she corrected their pronunciation by giving the correct model how to pronounce a certain word. Then she also used suggestopedia. Before starting lesson, the students read the vocabularies in their note and LKS. She revealed “without I asked, they read their notes in their book to improve their vocabulary and remind them about the previous material”. The researcher saw, when her students read their notes, she also corrected and guided them to pronounce word correctly. When teaching, she also gave question to her students and although they could not answer correctly, she accepted their answer because it was her way to overcome their obstacle in learning and to build the student’s confidence.

Meanwhile, TPR (Total Physical Respond), silent way and community language learning were rarely used by her. She used total physical respond when the students were uninterested in learning then she gave instructions such as standing up, stretching, your hand and expressing a letter by moving their body. For silent way, she used it to

know the students' understanding about the previous new material and make them to be active students. For example, without giving explanation, she gave the material and directly asked them to understand it and do the exercise but she still gave them opportunity to ask and for community language learning, she commonly asked them to make some group and discussed a certain text so that they could make a text like they discussed.

To make her teaching more interesting, she utilize some media like LCD, language laboratory, laptop, pictures, books, real project and slide. For media, like T1 she not only used media provided by school but also sometimes made by herself. For teaching listening, T2 used language laboratory, laptop, slide, and then LCD. T2 stated "in listening, sometimes I gave them video about narrative and then gave them questions from that video".

Then, when an unexpected thing happened in her teaching, commonly she permitted to leave the class for a while and ask them to do exercise. In the class, she tried to be a focus attention by using clear voice and loudly when giving explanation. She also respect to her students such as when they asked or answered the questions and gave joke to minimize their anxiety. In teaching, she also did routine activity such as asking the students to read their notes, giving homework and being on time in coming to the class.

Not different from T1, T2 also allocate time to give explanation. She also gave time for her students to do exercise or talk. Besides that, to control her class, she requested to them to keep silent. For the student activity in the classroom, she often asked them to do personally and sometimes in group or pairs. For grouping, the activities were finding a story which was completed by series of pictures and making dialogue for pairing activity.

When giving activity, she often gave the same material to different activity. T2 said, "I gave the same topic for different activity because it was based on the curriculum". For example, for speaking activity they told about their experiences and they had to write it for writing activity. In every meeting, T2 attempted to make her students enjoyed with what they learned by relating the topic or material with students' experiences such as talking about recount text. T2 asked them to remembered their good or bad event which happened to them and after that T2 gave illustration about what recount was.

Then, during teaching, she sometimes got difficulty in answering question from her students because she was doubt with her answer and was not shy to acknowledge it. T2 said "when I was doubt with my answer, in next meeting I gave them clarification". Meanwhile, when her students got difficulty in doing tasks, she asked them to find reference another book or internet. For her, to keep up-

date information, she liked to share with other teachers, read article or journal on internet and attends some seminars.

Teacher 3 (T3)

Similar with T1, T2 and T3 used similar approaches, methods and media in teaching EFL. Dealing with approach, T3 used CTL (contextual teaching learning) and CA (communicative approach). The first was contextual teaching learning. In conveying material, T3 related it with the real situation around the students. For example, T3 talked about descriptive text and then they asked to describe something in the school environment such as the canteen, the library, the English teacher itself, or their classmates.

The second was communicative approach. She tried to make her students speak or be brave to share their opinion by giving some questions after giving explanation. T3 revealed “if their speaking was good for other skill was average, it could be considered for scoring”. The researcher saw, she often gave questions to her students in the middle of her teaching. She said “I liked to make my students speak because I emphasized on speaking so that they are free to talk everything related to English”. She also said “I appreciated to everybody who wanted to speak in my class however they made errors”.

In addition, to obtain successful teaching T3 used some method such as Grammar Translation Method, Audio lingual method, suggestopedia, CLL (community Language learning), and TPR (total physical respond). The application of grammar translation method, she used bilingual language and when explaining about tenses she used in the text she gave the pattern and example to them. The researcher also saw in same students' book, T3 gave them homework to translate the text and make a list of difficult word from the text. For audio lingual method, she often read a text and students had to follow what was read by her and when she said an unfamiliar word, they imitate it. T3 said "I liked to practice them how to pronounce English word correctly". The researcher saw, she corrected, controlled and guided her students to read a text in front of class.

Then, the application of suggestopedia, T3 taught in relaxing way so that her students could be comfortable with T3. T3 said "when teaching, I had to make them enjoyed so that I could make them interested in learning". For example, she gave a song when teaching. Her students said "our teacher gave as a song to make us more interesting and make us joy in learning". Besides that, T3 used community language learning. In this method, T3 asked them to make a group and after this she asked them to make a certain text by giving them a certain topic and every group has different situation. She said

“sometimes, I asked them to do an activity I group so that they could share one another and it would make them easier in doing something because they work together”.

Meanwhile, TPR was seldom used by her. She applied it when some students was not interested in learning, she gave instruction and model such as inviting them to stand up, stretch hands or do a movement. Her students said “our teacher sometimes asked us to stand up or do a small movement to make us have new spirit”.

Next, to make the students more enthusiasm in learning, she used media. For media, sometimes she asked the students to make it and also used media provided in the school. When teaching, T3 used media such as a real project, LCD, slideshow, laptop, language laboratory, picture, book and series pictures. For speaking and writing, she used pictures, real object, books and series pictures. In listening program, T3 used language laboratory, LCD, slideshow and laptop. T3 stated “I like to use audio visual media when teaching”.

When she taught, T3 sometimes had to leave class for a certain thing and if it happened, she asked them to do exercise and submit it. Different from T1 and T3. She liked to make jokes because it was one of her way to make them enjoyed, motivated and closed with her. T3

also liked to give information not only about English but also technology especially social media.

Next, to control the condition of the class she requested them to read the textbook, gave questions or gave instruction such as “don’t be noisy or pay attention please!”. One of the way to make her interested in learning the topic like inviting them to learn in library or garden so that they could explore their idea. She also attempted to give the variety of activity such as asking them to do activities not only individual but also group or pair. For grouping the activity was making a certain text or for pair, she asked them to make dialogue or conversation.

In some case, T3 provided the same topic or material for different activity because of the curriculum. Although, she has been teaching for sixteen years, she ever had difficulty in answering a question from her student because she was doubt to answer it. T3 revealed “sometimes, because I was doubt, I gave them answer in the next meeting”. Then, if her students obtained the difficulty in doing tasks, she suggested them to find reference on internet or another books. While, for herself, to get new information about English teaching, she often shared with other teacher, joined in seminars and read some books related to English teaching.

The researcher found all teacher fulfilling the four competence and they tried to apply the competences in the teaching learning. They join seminar, training and workshop to develop their knowledge. They always prepared the material before they teaching, they had good skill as a teacher, such managed the class very well and used variation in the methods, media, approaches when they teaching. By using methods, media and approach students would more interesting and interactive in accepting the material and they did not bored with the lesson. Before starting the lesson they prepared the lesson plan to made teaching and learning process run well. Sometime all the teachers monitored their students, such they did not responsibility with their work. The teachers also respected to their students because they understand as a teacher they had a role as a parents in the school. They guided their student to achieve the material, and they discussed about the material, it used to showing students' idea or students' opinion about what they knew from the material. It was showed that all teachers not only had good competences as a teacher, but also they applied their competences in daily teaching.

3. The Finding on the Teachers' Professionalism Reflected in Students English Achievement

b. The Professional Teachers in Evaluating EFL Teaching

Teacher 1 (T1)

For evaluating the teaching and learning process, T1 used two kinds of evaluation that was traditional evaluation and alternative evaluation. But in fact, T1 was not unconscious that he used alternative evaluation. In formal evaluation, he used some principles that he never forgot to give announcement to the students before conducting test. Test given to them was based on what the students learned before. For questions, T1 used different variation starting from easy, rather difficult and difficult and when delivering the result of test, he liked to give comment directly to his friends. For example, if his students got bad score, he said to them to study hard or asked them why they got bad score? And for students who got good score, he said "it was good and improve it".

Furthermore, for formal evaluation, T1 evaluated the students' ability in listening, speaking, reading, writing. In listening activity, he often asked the students to listen carefully the conversation or story and then T1 asked or gave questions directly to them. T1 said "I liked to give question orally because I could know the real ability of my students in listening". For speaking, T1 liked to ask the students

directly perform in front of class such as describing something or introducing him/herself. Besides that, in speaking, T1 asked the students to do conversation or he did conversation with the students directly to know speaking ability from every individual. Then, to point out the student ability in reading T1 commonly used multiple choice and essay. T1 stated “for essay consist of questions which need ability to comprehend the general idea of the text, understand particular information, find similar word based on the text and find the reference of pronounce in the text”. While in evaluating writing, T1 often ask the students to write such as describing future house, writing a story or making congratulation card. For the activity in writing, T1 choose the material based on what the students learned so that I could reflect their real ability.

Besides that, T1 applied the informal evaluation although he was not conscious about it. For informal evaluation, he sometimes asked his students to exchange their homework with the other friend. T1 stated “for homework, I often corrected it by myself”. In this case, he tried to give them responsibility each other. T1 seldom gave tasks which need a consultation with him. T1 just asked them to do the tasks and in the next day they had to submit. Meanwhile, in providing task, he did not discuss with the students so the students had to follow his instruction to do that task although, in determining topic of the task he

discussed with his students. In addition, after teaching, T1 gave the students some question related to the material in order to know the students' understanding and it was also one of his ways to evaluate the process of teaching and learning.

Teacher 2 (T2)

Not different from T1, T2 also applied formal and informal evaluation. She applied the principle of formal evaluation such as before administering the test, T2 sometimes gave information and ever did test without informing them. T2 gave the test which has been learned by giving the different level of difficulty. T2 also did not forget to give comment toward the students' result after doing test to motivate them to study more. Furthermore, in formal evaluation especially listening, commonly she asked them to listen to a story, music or watch video and gave questions directly or in the form of multiple choice. For speaking, she liked the students to perform their ability in front of class such as telling a story or an experience. Meanwhile, to know the students ability in reading, T2 commonly gave question in the form of multiple choice and essay. For essay consisted of identifying order of event, topics or arguments, identifying referents and guessing the meaning of unfamiliar words. In writing, T2 liked ask them to write a narrative or recount text and sometimes gave a text consisted of multiple choice and essay. Then,

T2 also used informal evaluation for instance, asking the students to exchanged their homework, it depended on type of homework” and when she wanted to provide task to the students T2 often discussed or gave alternative choice about the tasks that would be done. Besides that, to evaluate the successful of teaching, after finishing a certain topic or material, she gave the students test.

Teacher 3 (T3)

Similar with T1 and T2, T3 used some evaluations that were formal and informal evaluation. Before giving test, she liked to give them information but sometimes she conducted a test without informing them. T3 said “when the result of brainstorming was good, I directly administered a test and vise versa”. In making test, the test was familiar with what they learned before with different level of difficulty. When delivering the result of test, T3 gave note in their work and comment directly to them. For instance “you must study hard, excellent good”. Meanwhile, for evaluating listening, T3 asked them to listen a story, dialogue or conversation and song then answer question in the form of multiple choice, complete a lyric of song and answer the question based on a story or dialog from what they listened. For speaking, T3 liked ask them to perform in group and individually. For individually, commonly T3 asked the students about a certain case to know their opinion because she wanted to explore

their speaking ability. To evaluate reading, she used the technique like multiple choice, short answer and guided short answer. For short answer, it required to understand general idea of text, particular information in the text, identify the meaning of unfamiliar word and referents of pronoun. The last was about writing, T3 commonly asked them to make notice, dialogue, short recount and narrative text.

T3 also used informal evaluation. In this evaluation, she liked to give the students responsibility in correcting homework. T3 stated “I often asked them to correct homework by themselves and exchanged their work with other classmates”. T3 also gave task which required a consultation with her like writing recount text or other in group. Then, in giving task T3 did not discussed with the students but in determining the topic of the task she gave them choices. Besides that, to evaluate her teaching, in the end of the lesson she gave questions to know how far her students understood about the material and to help her in planning the next lesson.

Based on the result of Observation and Interview, The Teachers’ Profesionalism reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek were using alternative evaluation. In alternative evaluation, she gave test to find out the students’ achievement during teaching and learning process, monitoring the students’ progress when they were active

answering questions or active in class discussion, teacher focus attention by using clear voice and stand up in front of the class to check or give suggestion to the students when they did exercise in LKS or other sources, she also planned by preparing syllabus as a guidance to make lesson plan. In the classroom she applied the pedagogic and professional competence when she taught the material. She also did not forget about personal and social competence that important things in teaching learning process. They know about the name of student. The teachers helped more innovative to showing their idea in learning process. They also more update with the information that occurred around them. They stated to never stop to learn about English and education. It could as guide to made the teaching and learning better than today.

The following table is presented the summary of The Teachers' Professionalism reflected in An English Foreign Language (EFL) Instruction conducted Interview and Observation in the Classroom.

Table 4.1 The summary of The Teachers' Professionalism reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek.

No.	TEACHERS' PROFESSIONALISM REFLECTED IN AN ENGLISH FOREIGN LANGUAGE (EFL) INSTRUCTION AT MTsN 1 TRENGGALEK	ENGLISH CERTIFIED TEACHER		
		SCOPE		
		(T1)	(T2)	(T3)
1.	English Teaching Practise			
	a. The teacher had skill in managing the class.	√	√	√
	b. The teacher planned the material before teaching.	√	√	√
	c. The teacher evaluated before closing the class.	√	√	√
	d. The teacher facilitated their students to convey the idea and opinion about the material.	√	√	√
	e. The teacher developed the learner to actualized potential that they have.	√	√	√
	f. The teacher build good relationship with the students, other teacher and the parent of students.			

2.	Creating Learning Environment a. The teacher used some methods, approaches and media in teaching english. b. The teacher had ability which is mature, steady, consistent and wise, have good behavior and can be a model for the student. c. The teacher improved the personal quality of their students by giving motivation and support to the student.	√	√	√
3.	Evaluation Students English Achievement a. Join seminars, trainings, workshops to develop the learning, and more up date with the information. b. Making the literary, articles, and doing classroom action research. c. The teacher build good relationship with the students, other teacher and the parent of students.	√	√	√

	d. The teacher made self reflection for their student.	√	√	√
	e. The teacher made self reflection for themselves.	—	—	—