

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings using related theories to clarify the findings. The discussion about the Teachers' Professionalism Reflected in English Teaching Practice, Teacher' Professionalism Reflected in Creating Learning Environment, Teachers' Professionalism Reflected in Evaluation Students English Achievement.

A. Discussion on The Teachers' Professionalism Reflected in English Teaching Practice

1. The Teacher Fulfilled the Standards of Academic Qualifications and Competence of Teachers

All of the selected teachers (T1 and T2) at MTsN 1 TRENGGALEK fulfilled the Standards of Academic Qualifications and Competence of Teachers. They applied the four competences in teaching and learning. Such as in pedagogy, they planned their teaching by providing syllabus and making daily lesson plan. Before teaching, they prepared themselves by reading the material and made some list of question that given to their students. The

subjects' efforts supported by Harmer (2007:28) "Effective teachers are well-prepared. Part of this preparation resides in the knowledge of teacher have of their subject and skill of teaching". T1 and T2 delivered the teaching material very well. They also made the class run well although unexpected event happened by making another activities in the class.

According to James and Susan, (1997:12) "The *technical, or knowledge and skills, model* is perhaps the most often cited perspective on learning to teach which emphasizes the knowledge and skills teachers acquire that contribute to classroom practice". It deals with T1 and T2, in teaching they used some methods and media and used different model of learning to delivering the material. Through the media, the students could easier to understand the lesson. The student was also more interesting and attractive in the classroom. The using of methods in teaching was also support by Richards and Rodgers (2001:16) "Experience in using different teaching approaches and methods can provide teachers with basic teaching skills that they can later add to or supplement as they develop teaching experience". In the last of the teaching, both T1 and T2 evaluated the teaching and learning through give students some question or quiz. They were also review the material to know how far their students understand with the material. As stated by Richards and Renandya (2002:37) that "For further clarification of success of a lesson, teacher can ask their student at the end of class, and the answer can assist teacher with future lesson planning". If the student could answer the question or task from the teacher, it

means they understood about the material, and the teacher could prepare the future lesson for the future day.

As teachers, they not only delivered the material but how the teacher could build the good relationship, gives the intrinsic support such as motivation to their students. Giving motivation and support to the student was very important because when the teacher respects, the student would enjoy with the lesson. Harmer (2007:26) states “Teacher who respects students do their best to see them in a positive light. They are not negative about their learner or in the way they deal with them in the class. They do not react with anger or ridicule when students do unplanned things, but instead use a respectful professional to solve the problem”. Good relationship could occur as the result of teacher and students interaction and the way of teacher listens to and treats the students in the class. T1 and T2 not only build good relationships with the student but also with the other teacher and parent of students. Sometime when the student had a problem the teacher and the parent should discuss together and find the solution. Besides, the teachers build good relationships, T1 and T2 had abilities which are mature, steady, consistent and wise, have good behavior and can be a model for the students. All of the competences have been fulfilled by Teacher 1 and Teacher 2. They applied the competence such as pedagogy, personal, professional and social in daily teaching. It is in accordance with Standards of academic qualifications and competence of teacher no 16, 2007 that become a professional, teacher should fulfill four competences.

From the researcher knows how is Teachers' Professionalism reflected in English Teaching Practice at MTsN 1 Trenggalek. This part presents the discussion of Professional Teachers in Planning, Teachers in Doing, Teachers in Conducting Evaluating and their Characteristics in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek.

All of The Teacher Professionalism reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek, planning their teaching by providing syllabus and making daily lesson plan. They develop their lesson plan into five components which consist of opening, stimulating, giving instruction, closing and following-up. It is in line with Richards & Renandya (2002:33) who stated that "lesson planning is especially important for perceive teacher because they may feel more of a need to be in control before lesson begin teacher must decide activities and procedure they will use to ensure the successful attainment of the subject of lesson.

Before conducting teaching, all of the teacher prepare themselves by reading the material that will be taught. It accordance with Harmer (2007:28) stated that "effective teachers are well-prepared. Part of this preparation resides in the knowledge of teacher have of their subject and the skill of teaching". In implementing lesson, sometimes T2 and T3 deviate from the original plan because the student cannot be controlled or the students look not ready to follow the lesson". Dealing with it, Richard & Renandya (2002:34)

states that “in implementing lesson, reason for teacher deviate from original lesson when the lesson is obviously going badly and the plan is not helping to produce the desire outcome”.

For evaluating in their lesson plan, they plan to use daily evaluation such as formal and informal evaluation to know the student achievement and progress in learning. As stated by Kindsvatter (1996:172) that “daily evaluation is important to increase the probability that the objectives will be achieved by the students”.

B. Discussion on The Teachers’ Professionalism Reflected in Creating

Learning Environment

1. The Professional Teacher in Doing EFL Teaching

In doing EFL teaching, all of the teacher almost used some approach, method and media. Talking about approach, they used Contextual Teaching Learning and Communicative Approach.

They use Contextual Teaching Learning to assist them in relating the material with students environment or real situation. For example, the materials about job, then, the teacher try to relate it with students environment in the school by asking them to mention what kind of job that they can do in the school so that they have background knowledge about the material that they will learn. It is in line with Kusuma (2003) stated that “Contextual Teaching Learning help students to make the relationship between knowledge

they have with the application in the real situation". Meanwhile, Communicative Approach is given to make them speak up or express their idea or opinion freely. The way of the teacher is giving them question before and after giving explanation. They also give them change to ask question. Besides that, the teachers do not stop when they make mistake in using language. As stated by Kusuma (2003) "in Communicative Approach is demanded in order to students are given the freedom to talk without burden and teacher are forbidden to blame the students' mistake when they speak". Dealing with it, there was a study conducted by Fatik (2008) that got the same finding in her research that Contextual Teaching Learning and Communicative Approach also used by teacher in teaching EFL at MTs Darul Huda, Wonodadi, Blitar.

From the selected teachers in planning EFL, they employed some methods. There are so many methods that are used in teaching EFL and almost all the methods used some such as Grammar Translation Method, Audio Lingual Method, Silent Way, Suggestopedia, Community Language Learning and Total Physical Response.

The first method is Grammar Translation Method, they use it to explain tenses used in the text. In this case, they give illustrative sentences about that tenses. Besides that, when the students do not understand about the meaning of vocabulary on the text, the teacher directs to translate it. Setiyadi (2006:43) stated that "grammar taught in formal grammar, vocabulary in the

target language is learned through direct translation and grammar rules are memorized as units and illustrative sentences are provided”.

The second method is Audio Lingual Method. By using it, they want to practice their students to pronounce words correctly. Usually, they read a certain word or a text and ask their students to imitate what they said. They also control and guide them when they read a text or do conversation in front of class. In line with this, Freeman (1986:40) stated that “the language teacher’s major roles are that of a model of the target language, the purpose is to learn how to use the language to communicate and the teachers should be like an orchestra leader—conducting, guiding, controlling the students’ behavior in the target language”.

The third method is Silent Way which was used to make the students more active in asking and critical in understanding a text. In this case, commonly, teachers give a text, ask them to understand, do the exercise and submit after finishing the exercise. But the teacher still gives guidance and assists them when they find problems in doing it. Setiyadi (2006:76) stated that “the role of language teachers is relatively less silent so that the language learners are encouraged to be more active in producing as much as language as possible and able to use the target language as a means of communication in oral and written forms”.

The fourth is Community Language Learning. When teaching, she asked them to sit in a group to discuss and do the material that their teacher

ask. Besides that, is done to make them cooperative in learning. Dealing with it, Setiyadi (2006:95) reveals” this method is applied specific to group with task of learning a second language and the language learner never feel isolated and alone because everybody belongs to group and everybody sits in a community”.

The next method is suggestopedia. The application of this method is that the teachers often ask them to make notes or list of the difficult word that is found in the text so that they can improve their vocabulary and the teachers teach in relax situation to make them enjoy in learning such as giving a song. Setiyadi (2006:116) in teaching English as Foreign Language explains “language learner are expected to learn a vocabulary list consisting of new word in the target language and the teacher attempts to suggest psychological barrier the learners’ bring in their mind by providing a relaxed and comfortable learning environment”.

Another method is Total Psychal Respond. In this method, to make the student fun in learning, the teachers give instruction and model so that the students do and act from what the teachers say such as asking them to stand-up, streching their hand and expressing a letter by moving their body. As revealed by Setiyadi (2006:127) that “teacher can begin the class by giving modeling and students observe and act as their teachers do and having fun make language learners interested in learning and it is provided by through physical activities”.

Next, to make teaching and learning process interesting and colorful, the teacher use various media. The teacher sometime ask their students to make the media such as photo, card, series, commix and pictures. Besides that, they also provide the media like card, picture, book, laptop and real object. Nevertheless, all the teacher use the media provided in the school like language laboratory, LCD, slide and microphone. All in all, to select Teachers' Professionalism reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek, to make their students get better understanding toward the lesson by providing various media for them. Dealing with it, Rahadjito (2008:7) explain that "media is everything that can be used to send message from the sender to receiver so that can excite through, feeling, attention and student interest so that the process of studying happen". It is in line with the study conducted by Su'aida (2009) that the teacher of MTsN Aryojeding to provide more comprehensive teaching, they used kind of media available at the school such as tape recorder, TV, chalk board and the ones created by the teachers such as flash card, number card, real object and imitation object. In addition, the researcher conducted by Fatik (2008) reveals that the teacher of MTs Darul Huda, Blitar, Wonodadi used media in teaching and learning English like black board, chalk, real object, pictures, word chart and tape recorder to help the students enjoy and to break their boredom in the teaching learning process.

Furthermore, when unexpected things happen and they have to leave the students for a while, they continue their teaching by asking their students to do exercises. As stated by Harmer (2007:24) “unexpected events happen in lessons and part of the teacher's skill is to decide what the response should be when they do and able to absorb the unexpected and to use it to their and the students' advantage”. Besides that, when teaching all of the teachers attempt to be the focus of attention of the students like standing in front of the class. They also give commands toward the students' results in learning, give information or explanation, give advice toward what students do. As explained by Harmer (2007:25) that “in teaching a teacher takes many roles such as controller, assessor, a resource and tutor”.

When teaching, they also do reliable things to build a good habit such as often giving homework, giving questions at the end of a lesson, asking the students to read their notes and on time when teaching. Harmer (2007:28) stated that “professional teachers are reliable about things like time-keeping and homework”. Moreover, all the selected teachers manage their classes by dividing time when the teacher should talk or the students should talk and do exercises. To control the situation and condition of the class, they often ask them to read their books and request them to keep silent. As explained by Gebhard (1969:69) that “the goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways”.

Then, to make the variation of the teaching, they set activities in the classroom not only individual but group or pair also, but they also often give same topic with the different activity because of curriculum or the features of the lesson itself. It is in line with Harmer (2007:29) “good teachers vary activities and topics over period of time but teacher use the same activity types for some reason (because the curriculum expert this or the features of the material teacher are using)”. In order to make students interested in learning the topics they ask their students to study outside the classroom or give question relate to the students experiences. As stated by Scoot & Ytreberg (1990:84) that “by using topic based work in teaching is a useful, helpful, practical and existing way to teach either all of the time or some of the time”.

The last, when teaching sometimes the teacher obtain the difficulty in answering the students question because they are doubt with the answer. Therefore they have to give clarification in the next meeting. It is in line with the statement of Harmer (2007:30) that “sometimes the students’ question is not relevant, teachers need to be able to say things like ‘I think the answer is X but I will check to make sure and will bring you more complete answer tommorow’”. When their students get difficulty in doing homework or task teachers suggest them to find references such as from internet or other relevant book. It is in line accordance with the statement of Harmer (2007:31) that “when the students ask the kind of complicated questions,

teacher need to know about book and website where such technical information is available”. Then, to improve the knowledge of the teachers itself, they do many ways to instance, often share with other teacher, follow the seminars, read book relate to English Teaching and even read articles on internet. It deals with Harmer (2007:32) “a good way of learning about new activities and techniques is to read the various of teachers magazines and journals that are available. There is now wealth information about teaching on the internet and can learn a lot from attending seminars, teacher conferences and listening to other teachers describing new activities”.

C. Discussion of The Teachers’ Professionalism Reflected in Evaluating Student English Achievement

1. The Professional Teacher in Evaluate EFL Teaching

All of the selected teachers applied two types of evaluation that is traditional (formal evaluation) and alternative (informal evaluation). Talking about traditional evaluation, all the teachers used the principle of traditional evaluation that is before administering test. They give information to their students and arrange the test based on what the students learned. The test is made with the appropriate difficulty and when give a result of the test, the teachers give notes or commend either written or orally. Dealing with it, Brown (2001:408-410) states that “principles for designing effective classroom test, the first, offer the learner useful strategies for taking the test.

With same preparation in test-taking strategies, learners can allay some of their fears and put their best foot forward during a test; the second, face validity means in the students' perception the test valid. The teachers help to foster it by giving clear directions, items that are clear and uncomplicated, and the difficulty level that is appropriate for the students, the third is authenticity. It means that task themselves need to be tasks in a form that students have practiced and feel comfortable; the last is washback. It deals with providing a generous number of specifics comments on test performance as the intrinsic motivation”.

Next, for formal traditional evaluation, it covers for four skills that are listening, speaking, reading and writing. Firstly is listening. The subject of this study is used the same technique in administering the test such as in the form of multiple choices, short answer and partial dictation. Relate to it, Huges (1989:137-139) explains “in evaluating listening, the techniques are possibly used in testing listening is multiple choice, short answer, information transfer, note taking, partial dictation, recording and live presentation”.

Secondly is speaking . They like to ask their students to perform directly in front of the class individually such as telling an experiences, describing something, giving information or opinion. In addition, they also ask their students to do conversation or dialogue. It deals with Huges (1989:101-102) that “ for speaking, the material tasted include dialog and multi-participant

interactions including operations of language function such as expressing, narrating, eliciting, directing and reporting”.

Thirdly is reading. The teachers use multiple choices and essay techniques to test the students’ ability in reading. For essay, it consist of the question that the students have to understand the general idea, specific information, meaning of unfamiliar word or identifying the referents of pronoun in the text. As stated by Huges (1989:116-117) that “the reading macro-skills are scanning text to locate specific information, skimming text to obtain general idea and identifying argument. The micro-skills are identifying referents of pronouns, using context to guess meaning of unfamiliar word, and understanding relation between part of text”.

The last is writing skill. The teachers like ask the students to write a narrative text, recount, descriptive, notice, birthday card and how to make something. The purpose of the teacher wants to know the real ability of students in writing and their understanding about the material. As revealed by Huges (1989:75) that “to developed a good test for writing teachers have to set writing task that are properly representative such as asking students to describe, to explain and to argue and should elicit samples of writing which truly represent the students ability”.

Furthermore, almost all the teacher used alternative (informal) evaluation. The first, in correcting the students’ homework, the teachers ask their students to exchange it white the other classmate to make them have

responsible one another and build a belief. Brown (2001:415) stated that “the advantages of self-and peer-evaluation: speed, direct, involvement of students the encouragement of autonomy and increased motivation because of self-involvement in the process of learning”.

The second, sometimes the teachers ask the students to write a certain text in group than every group consults their writing to the teachers. By using it, the teachers can know their students’ progress and their weakness. Besides that, their students can know their weakness and it can help to improve their ability. As revealed by Brown (2001:418) that “the advantages is one-on-one interaction between teacher and student such that spesific need of a students can receive direct feedback. Through it, a teacher can assume the rule of facilitator and guide, it is also intrinsic motivation, student can feel that the teacher is an ally who is encouraging self-reflection and point students toward further development”.

The last, the teacher discuss and give the students opportunity to determine the topic or decide the task that want to be done. The teachers do it to make them more enthusiasm and do the best in those tasks because they choose it by themselves. As stated by Brown (2001:419) that “one of the most productive of the various alternative evaluation procedures sees students directly involved in the construction of test and cooperatively produced task could engender a good deal of intrinsic involvement in the process of reviewing and selecting item for the final forms of the tasks”.

Additionally, after explaining the material, they also give question to their students to know students' understanding. As stated by Richard and Renandya (2002:37) that "for further clarification of success of a lesson, teacher can ask their student at the end of class and the answer can assist teacher with the future lesson planning".

From all the description above, it can be concluded that all the selected Teachers' Professionalism reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek have good pedagogic, professional, personal and social competence and apply it in The Teachers' Professionalism. It is proved by their activities in planning their teaching by providing syllabus, making daily lesson plan and preparing themselves before teaching by reading the material. They arrange the activities, approach, method and media to reach the objectives of the lesson and make their teaching successful. They also try to be able to make decision if unexpected event happen and apply the role of teachers in the class. The teachers also do not forget doing reliable thing such as giving question or homework to their students.

During teaching, they attempt to make the students does not make disruptive behavior by giving various activity and topic. Meanwhile, when they have difficulty in answering the students' question they provide appropriate answer before and clarify it in the next meeting. They also ask the students to find another sources if they get difficulty in doing task. Then, for

the teachers, to get much new information they read book or journals on internet, follow seminar and share with another English teacher. In addition, when teaching, all of the selected teachers are not flippant in showing their personality and keep relationship with their students by knowing, listening and being even-handed to all the students and in evaluating their teaching and learning, they apply two kinds of evaluation that is traditional and alternative evaluation to know the students' achievement during teaching and learning process and also students' progress.

The descriptions above in line with the statement of Mulyasa (2002:75) stated that "pedagogic competence is the ability in planning, implementing, evaluating learning and professional competence means the ability to apply method, use media and source of learning, can organize and apply the evaluation". Meanwhile, personal competence is personal ability which is mature, consistent, have good behavior, and can be a model for the students and social competence means the ability of teachers as part of society to communicate effectively with the learners, the other teachers, parents and school environment".

2. Join the Seminar, Training and Workshop of Education.

In developing their Teachers' Professionalism reflected in An English foreign Language (EFL) Instruction at MTsN 1 Trenggalek, both T1 and T2 joined Seminars and Trainings of Education. They explained that in Seminars and Workshops teacher got many experiences about teaching and learning.

Trough Seminar, teacher can exchange their experience, their material so that the teaching learning not monotonous. It is in line with Richard and Renandya (2002:389) “Through the community English Teacher also could exchange their idea and publish innovations like journal, newsletters, internet site, etc. "When the teacher became a member of education program such: Seminars, Trainings or Workshops, it was the good way in develop their Professionalism in teaching and their career. They could develop their skill, and they could to be active and creative in developing the material. They also got a new information that occur around them.

3. Making Literary or Article

T1 and T2 had other efforts in developing their professionalism, the ways were they make literary and article. To improve their skill all selected teachers make literary about education because all of them knew that as a teacher they must increase their knowledge. Dealing with it, Richards and Renandya (2002:389) “stated that professionalism means preparing oneself to do a competent job through learning. This learning may take the form of pre-service or in-service courses, reflection on experience, reading, observation, discussion with colleagues, writing, and doing research”.

Different with T1, the researcher got information that T2’ teachers’ professionalism reflected in An English As Foreign Language (EFL) Instruction at MTsN 1 Trenggalek, she made self reflection after her teaching. It helped her

in order to know the weakness from her teaching and how she did not make a mistake again in other class. In one case, both certified teacher (T1) and non-certified teacher (T2) have same efforts to become professional teacher. It was very useful and influenced in developing teaching and learning. Conducted from the research, the similar efforts that they did in developing their career like both of them tried to meet the standard of teacher and they applied some competences in teaching learning process, they joined the seminar, workshop and training for the teacher to increase their knowledge or sharing their idea with other teacher, so they can find new innovation in teaching English. Furthermore, the also made literary and article In other case, the researcher found the differences between T1 and T2, which was T2 made self reflection after she teach, it could help her to know the lack from her class and the weakness of the way she teach. After she knew the lack she did not make a similar mistake when she teaching again in other class.

From all the description above, it can conclude that all the selected have some Teachers' Professionalism reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek. It is similar in some efforts and different in some other. Non-certified teacher can as professional as certified teacher that they want and the always tried to get a new innovation in teaching learning, especially Teaching English As a Foreign Language. As a teacher, they did not teach and delivered the material, but how they join and make

developing of material so the teaching and learning English in Indonesia better than yesterday. It was also about how they guide the students how they made relationship with students and other teacher. As a professional, the teacher demanded to become update in material of teaching. So they could join in Seminar or Workshop to get the new information and sharing knowledge about teaching with other teacher or can find other resource from internet to add the new material. Over all, it was also conduct by certified teacher in way they become Professional Teacher. Both of them always tried to become a good Teacher and Professional Teacher. Furthermore, the outcome of the efforts from Teachers' Professionalism can be applied and can improve the Teachers' Professionalism reflected in An English Foreign Language (EFL) Instruction in MTsN 1 TRENGGALEK, especially English class. As we know, one of the factor or aspect that influenced students' success was teacher and how they teach the students. In other words, good Teachers or Professional Teacher have to make Teaching and Learning Process Effective so that The National Educational objective could be Achieved.