

CHAPTER IV

FINDING AND DISCUSSION

Since there are two kinds of population and samples, who are *guru pamong* of *PPL* students and the principals of *ELESP- UNJ* graduates who teach in elementary schools, the writer divided the result into two results and discussions of the study.

4.1. *Guru Pamong's* Perception toward *PPL* Students' Teaching Competences.

4.1.1. Data Description

To gain the data, the writer distributed a form of questionnaire to 8 *guru pamong* which consists of 14 general statements and 35 specific statements. The questionnaire items are classified into 4 headings as follows:

Headings	Statement
Kompetensi Profesional Mahasiswa Peserta PPL	Part 1: 1.
Kompetensi Pedagogik Mahasiswa Peserta PPL	Part 1: 2, 5, 6, 7,8, 9, 10, 11, 12, 13, 14. Part 2: 1, 2, 3, 4, 34.5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 28, 29, 30, 31, 32, 35.

Kompetensi Kepribadian	Part 1: 3.
Mahasiswa Peserta PPL	Part 2: 20, 21, 22, 23, 24.
Kompetensi sosial Mahasiswa	Part 1: 4.
Peserta PPL	Part 2: 25, 26, 27, 33.

4.1. Table of Headings

The questionnaire was made based on the teaching competences stated by the government on Peraturan Nomor 16 Tahun 2007 (2009) and it has five option answers: 5) Excellent, 4) Good, 3) Average, 2) Unsatisfactory, 1) Bad.

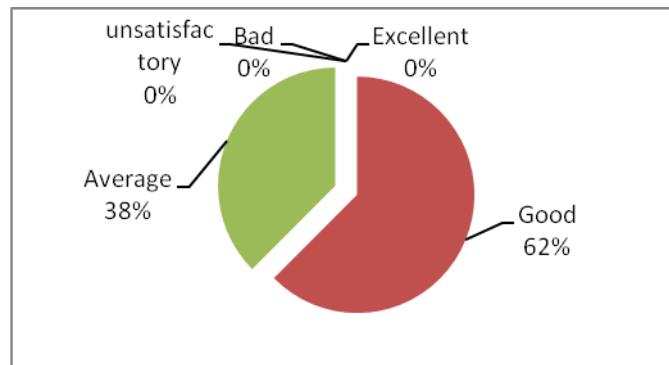
4.1.2. Findings

After collecting the questionnaire, the writer tabulated and analyzed the data. The result is explained per items in percentage and presented in pie chart.

4.1.2.1. General Statements of PPL Students' Teaching Competences.

Based on the questionnaire given to the *guru pamong*, the PPL students' teaching competences in elementary schools were described as follow:

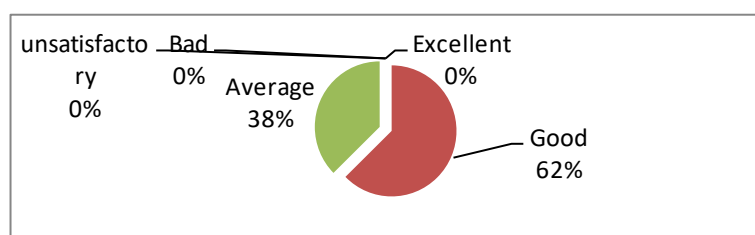
Statement 1: Kompetensi Profesional Mahasiswa.



4.2. Chart of Statement 1.1

The figure above shows that 64% or 5 respondents chose ‘**good**’ to the statement, it means, they state that *PPL* students have good professional competence. And 38% or 3 respondents chose ‘**average**’ to the statement. It means that, they state that *PPL* students have average professional competence, and they have to improve their competence to meet the school expectation. They are good in mastering English skills and planning the study, since professional competence is the main basic skill should be mastered by teacher.

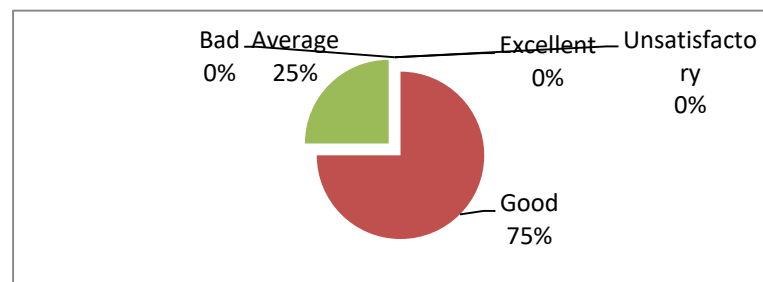
Statement 2: Kompetensi Pedagogik Mahasiswa.



4.3. Chart of Statement 2.1

In this item, 64% or 5 respondents chose ‘**good**’ to the pedagogical competence of the PPL graduates, 38% or 3 respondents chose ‘**average**’. It means that, most of the respondents state that *PPL* students have good pedagogical competence; they are able to handle the class, making happy learning environment for the students and they are able in engaging the students with the learning activity.

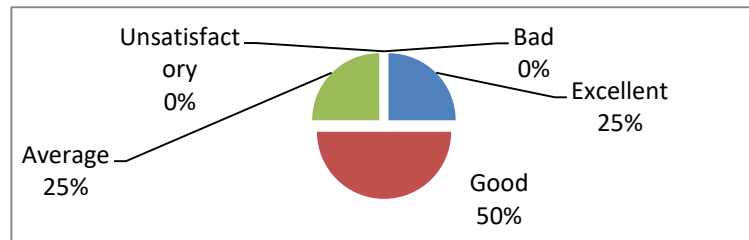
Statement 3: Kompetensi Kepribadian Mahasiswa.



4.4. Chart of Statement 3.1

75% or 6 respondents state that *PPL* students have a **good** personal competence, while 25% or 2 participants choose ‘**average**’ to the statement. It means that *PPL* students have average competence in personal competence as an English teacher, so they should improve their personal competence.

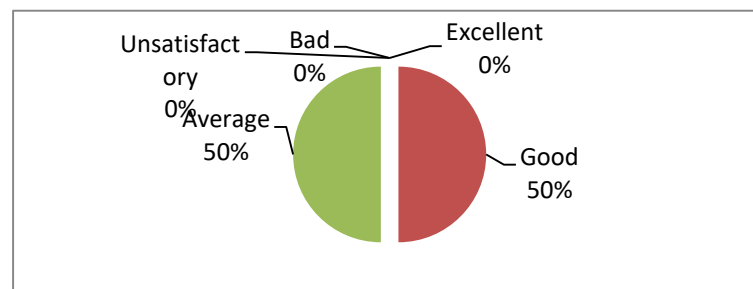
Statement 4: Kompetensi sosial Mahasiswa.



4.5. Chart of Statement 4.1

The result shows that 50% or 4 *guru pamong* state that *PPL* students have **good** social competence, and 25% or 2 *guru pamong* say that *PPL* students' social competence is on **average**, while 25% or 2 *guru pamong* stated that *PPL* students have an **excellent** social competence. *PPL* students are good in communicating and maintaining relationship with their partners, *guru pamong*, and other teachers in the schools. Even though, 2 respondents perceive that *PPL* students should maintain better relationship with their work partners, *guru pamong* and other teachers to support their teaching competence.

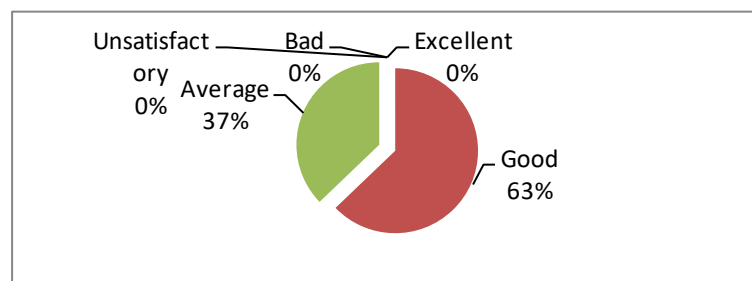
Statement 5: Kemampuan Mahasiswa dalam mengelola kelas.



4.6. Chart of Statement 5.1

The chart shows that 50% or 4 *guru pamong* state that *PPL* students have **good** ability in managing the class. *PPL* students are good in conducting the whole learning- teaching process and they are able to solve problems that often occur during the class and 50% or 4 *guru pamong* state that *PPL* students have **average** class management. They should learn more about how to conduct elementary students, by understanding their characteristic and interests.

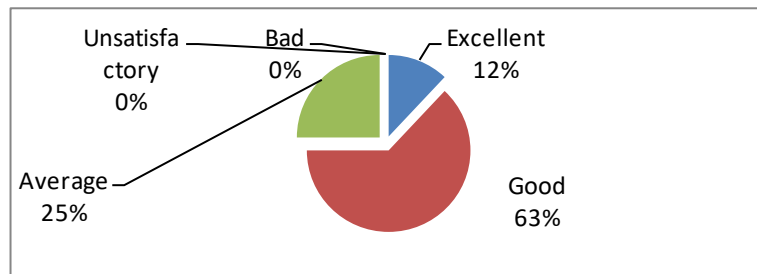
Statement 6: Keterampilan Mahasiswa dalam memvariasikan pengajaran.



4.7. Chart of Statement 6.1

The chart shows that 63% or 5 respondents state that *PPL* students have a **good** ability in varying the learning- teaching activity of elementary school students, while 37% or 3 respondents say that *PPL* students have **average** ability in varying the learning- teaching activity and the need to improve that.

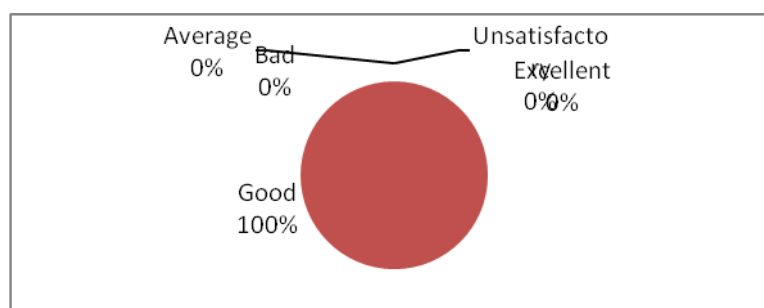
Statement 7: Mahasiswa memberikan pertanyaan bervariasi dan jelas kepada siswa siswa.



4.8. Chart of Statement 7.1

The chart shows that 63% or 5 respondents states that *PPL* students have **good** ability in varying the questions for elementary school students, and 12% or 1 respondents say that *PPL* students are **excellent** in making varied and clear questions, and also understandable for young learner, while 25% or 2 respondents say that *PPL* students have an **average** ability in varying the questions and they need to improve that.

Statement 8: Kemampuan Mahasiswa mengajarkan *Listening*.

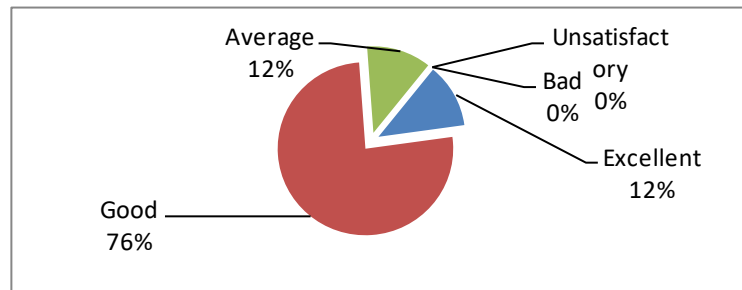


4.9. Chart of Statement 8.1

The figure above shows that 100% or 8 respondents chose '**good**' to the statement, it means, they stated that *PPL* students have a good ability in

teaching listening, not only in providing the material, but also in applying certain method to the young learner.

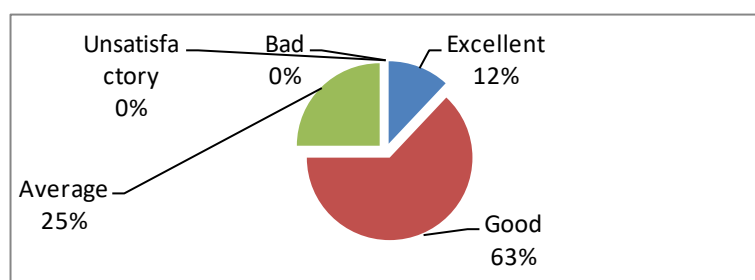
Statement 9: Kemampuan Mahasiswa mengajarkan *Speaking*.



4.10. Chart of Statement 9.1

76% or 6 respondents state that *PPL* students are **good** in teaching speaking, while 12% or 1 participants chose '**average**' to the statement. It means that *PPL* students have average ability in presenting and applying speaking learning to the children, so they should improve their ability, but 12% or 1 participant stated that *PPL* students are **excellent** in teaching speaking.

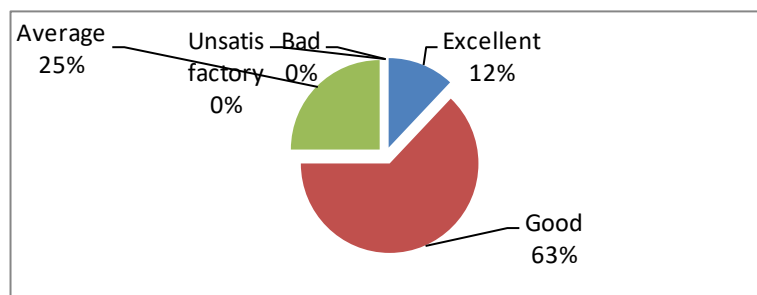
Statement 10: Kemampuan mahasiswa mengajarkan *reading*.



4.11. Chart of Statement 10.1

In this item, 63% or 5 respondents chose ‘**good**’ to teach reading ability, 25% or 2 respondents chose ‘**average**’, and 12% or 1 participant is **excellent** in teaching reading. It means that, most of the respondents state that *PPL* students have good ability in teaching reading, on how they applying certain method to interest the students in learning it.

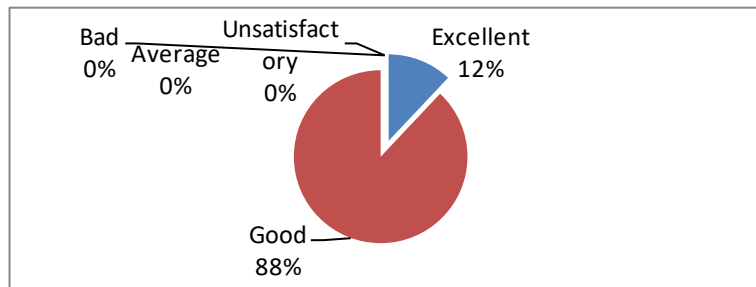
Statement 11: Kemampuan Mahasiswa mengajarkan *Writing*.



4.12. Chart of Statement 11.1

In this item, 63% or 5 respondents chose ‘**good**’ to teach writing ability, 25% or 2 respondents chose ‘**average**’, and 12% or 1 participant is **excellent** in teaching writing. It means that, most of the respondents state that *PPL* students have a good ability in teaching writing, on how they applying certain method to interest the students in learning it.

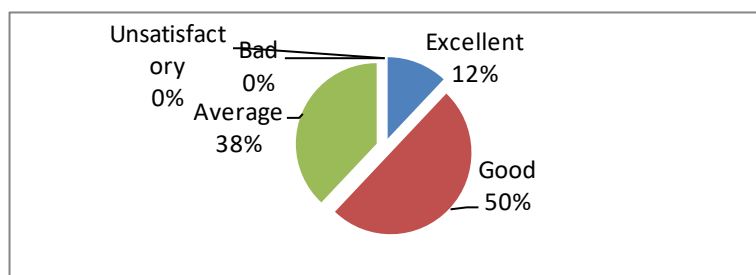
Statement 12: Kemampuan Mahasiswa mengajarkan *Pronunciation*.



4.13. Chart of Statement 12.1

In this item, 88% or 7 respondents chose ‘**good**’ to teach pronunciation ability, and 12% or 1 participants are **excellent** in teaching pronunciation. It means that, most of the respondents state that PPL students have good ability in teaching pronunciation, on how they apply certain method to interest the students in learning it.

Statement 13: Kemampuan Mahasiswa mengajarkan *vocabulary*.

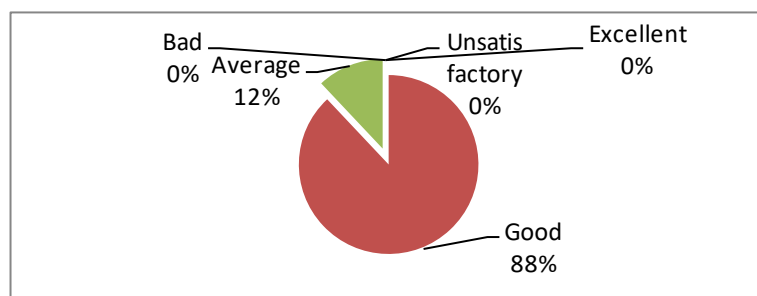


4.14. Chart of Statement 13.1

The figure showed that, 50% or 4 respondents chose ‘**good**’, and 12% or 1 participant are excellent in teaching vocabulary, while 38% or 3 respondents are on **average** for teaching vocabulary. It means that, most of the respondents stated that PPL students have a good ability in teaching

vocabulary, on how they apply certain method to interest the students in learning it.

Statement 14: Kemampuan mahasiswa menerapkan pemahaman instruksi kelas dalam Bahasa Inggris.

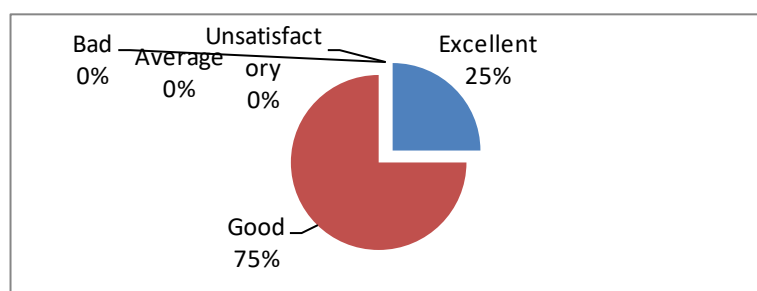


4.15. Chart of Statement 14.1

The chart shows that 88% or 7 respondents state that *PPL* students have **good** ability in enhancing the students with English instruction, and 12% or 1 respondents say that *PPL* students have an **average** ability in enhancing the students with English instruction.

4.1.2.2. Specific Statements of PPL Students' Teaching Competence.

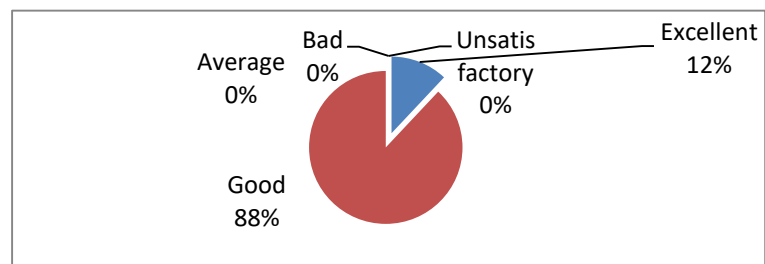
Statement 1: Mahasiswa menyiapkan RPP yang lengkap.



4.16. Chart of Statement 1.2

75% or 6 respondents states that *PPL* students are **good** in setting the lesson plan, while 25% or 2 participants answer '**excellent**', and it means that *PPL* students' performance in setting up the lesson plan for elementary is excellent. They know how to set a lesson plan based on the standard competence and basic competence. This also means that *PPL* students are good in selecting material and media based on the learning objectives.

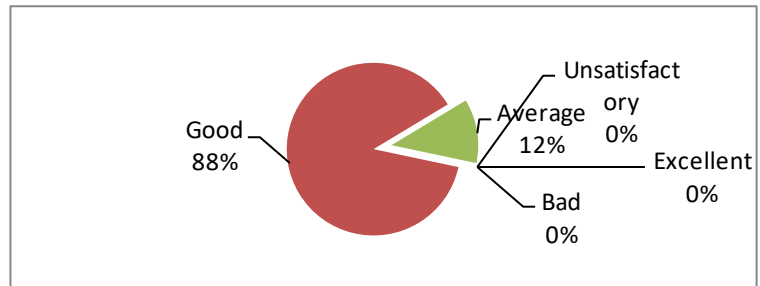
Statement 2: Mahasiswa merumuskan tujuan pembelajaran.



4.17. Chart of Statement 2.2

The figure above shows that 88% or 7 respondents chose '**good**' to the statement, it means, they stated that *PPL* students have a good ability in determining the learning objectives based on the curriculum, while 12% or 1 participant said that *PPL* students are **excellent** in determining the learning objectives.

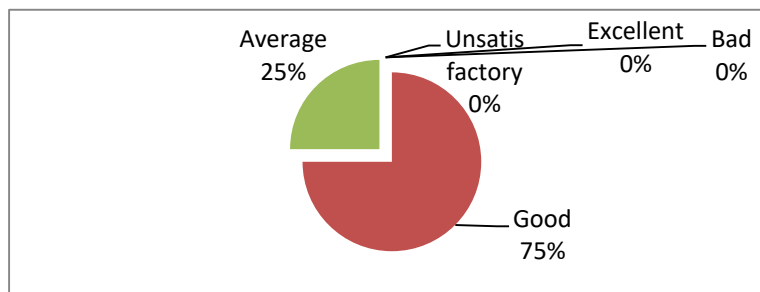
Statement 3: Mahasiswa memilih dan mengorganisasikan materi pelajaran sesuai dengan karakteristik siswa.



4.18. Chart of Statement 3.2

The percentage shows that 88% or 7 respondents state that *PPL* students' ability in deciding and organizing the learning material based on the students' characteristic is **good**. Then, 12% or 1 respondent states that the *PPL* students' ability in deciding and organizing the learning material based on the students' characteristic is on **average**.

Statement 4: Mahasiswa memilih dan mengorganisasikan materi pelajaran sesuai dengan perkembangan ipteks.

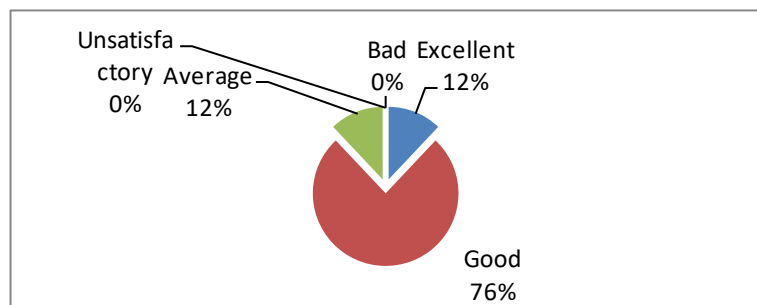


4.19. Chart of Statement 4.2

The chart shows that 75% or 6 respondents state that *PPL* students have **good** ability designing and organizing learning material based on the

IT development, while 25% or 2 respondents say that *PPL* students have **average** ability designing and organizing learning material based on the IT development and they need to improve that.

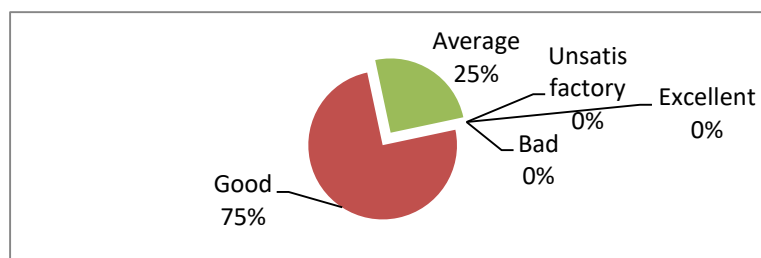
Statement 5: Mahasiswa menyajikan materi pembelajaran.



4.20. Chart of Statement 5.2

75% or 6 respondents states that *PPL* students have **good** competence in presenting learning material, while 12% or 1 participant chose '**average**' to the statement. It means that *PPL* students have average competence in presenting learning material, while 12% or 1 participant chose **excellent** to the statement. It means that they have excellent performance in presenting the material.

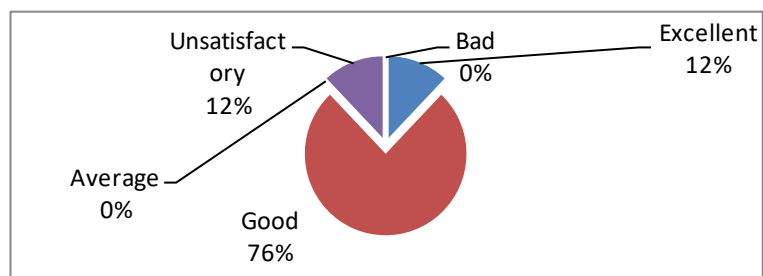
Statement 6: Mahasiswa memvariasikan media pembelajaran sesuai dengan karakteristik siswa.



4.21. Chart of Statement 6.2

75% or 6 respondents state that *PPL* students are **good** in varying the learning media based on the students characteristic, while 25% or 2 participants chose **‘average’** to the statement. Although the *PPL* students still need improvement in varying the learning media, but it means that they are good in understanding the characteristic of the students and they are able to apply the appropriate learning media for the students.

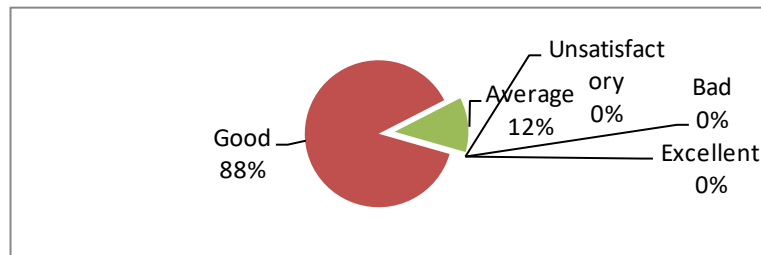
Statement 7: Mahasiswa melibatkan siswa secara aktif dalam proses pembelajaran.



4.21. Chart of Statement 7.2

In this item, 76% or 6 respondents chose **‘good’** in involving the students in learning teaching activity, 12% or 1 respondent chose **‘excellent’** and 12% or 1 respondent chose **‘average’**. It means that, most of the respondents state that *PPL* students have ability in involving the students in learning teaching activity. *PPL* students are able to tell students to get involved with the class activity, so the students engage with the lesson.

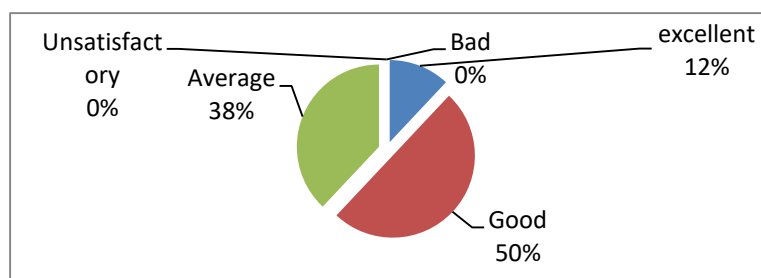
Statement 8: Mahasiswa memberikan tugas sesuai dengan kebutuhan siswa.



4.22. Chart of Statement 8.2

The figure above shows that 88% or 7 respondents chose **'good'** to the statement, it means, they state that *PPL* students have good ability in giving a task based on the students' needs. And 12% or 1 respondent state that *PPL* students are **'average'** in giving a task based on the students' needs.

Statement 9: Mahasiswa memberikan umpan balik terhadap tugas-tugas yang dilakukan siswa.

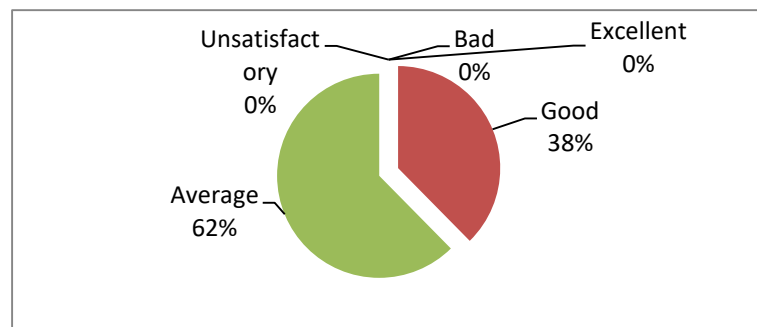


4.23. Chart of Statement 9.2

The result shows that 50% or 4 respondents state that *PPL* students are **good** in giving feedback for the students, and 38% or 3 respondents say that *PPL* students is on **average** of this statement, while 12% or 1 respondent states that *PPL* students are **excellent** in giving feedback for the

students. They are able to correct students' mistakes with an acceptable way for the students and also give directions of the task given.

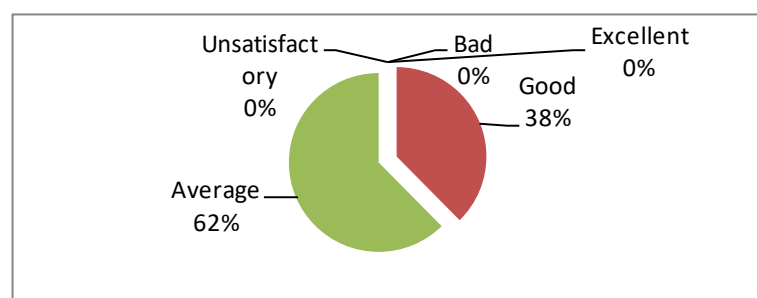
Statement 10: Mahasiswa mengembangkan potensi siswa.



4.24. Chart of Statement 10.2

38% or 3 respondents state that *PPL* students have **good** ability in developing students' competence, while 62% or 5 participants chose 'average' to the statement. It means that *PPL* students average in developing students' competence, especially in English. They able to see the students' competence and they know how to develop it.

Statement 11: Mahasiswa memberikan bimbingan kepada siswa.

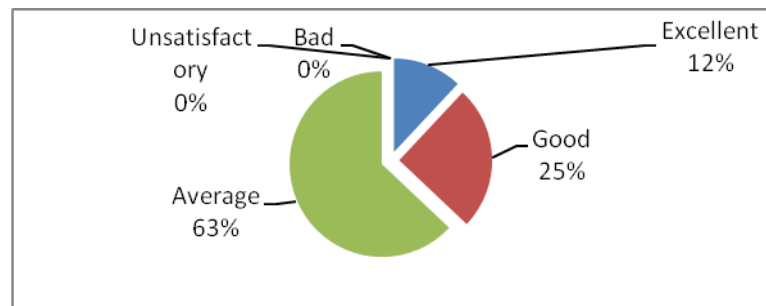


4.25. Chart of Statement 11.2

In this item, 38% or 3 respondents chose 'good' to give the advice to the students, and 62% or 5 respondents chose 'average'. It means that, most

of the respondents state that *PPL* students are good in giving the advice for the students.

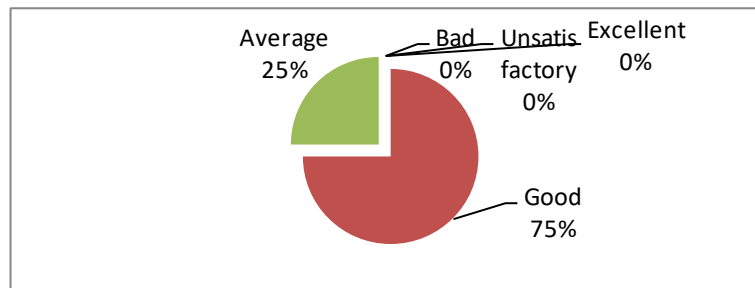
Statement 12: Mahasiswa mengembangkan sikap berdemokrasi.



4.26. Chart of Statement 12.2

The figure above shows that 25% or 2 respondents chose ‘**good**’ to the statement, it means, they state that *PPL* students have good ability in developing democracy in school. And 12% or 1 respondent are **excellent** in this statement, while 63% or 6 respondents state that *PPL* students are ‘**average**’ in developing democracy in school. It means that, they state that *PPL* students, but they still have to improve their ability to meet the school expectation.

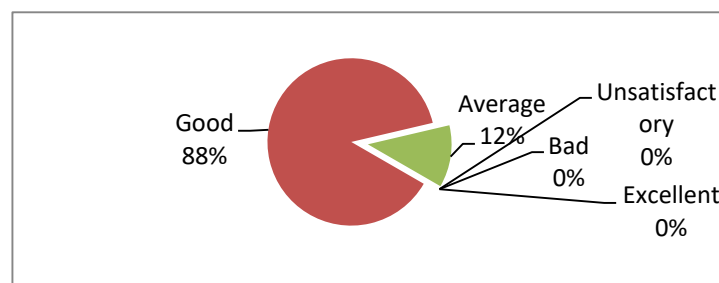
Statement 13: Mahasiswa menentukan aspek bahasa Inggris yang penting untuk di evaluasi sesuai dengan kemampuan siswa.



4.27. Chart of Statement 13.2

As shown in the percentage, 75% or 6 respondents state that *PPL* students have a **good** ability in deciding the important aspect of English to evaluate the students, while 25% or 2 respondents say that *PPL* students are **average** in understanding the important aspect of English that need to be evaluated by the students.

Statement 14: Mahasiswa mengembangkan komunikasi yang efektif dengan siswa.

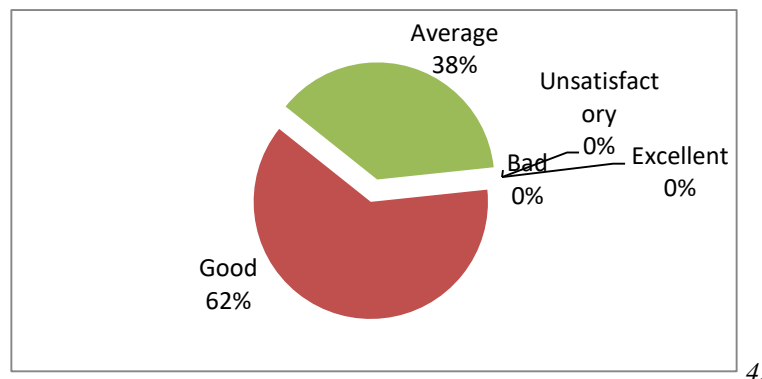


4.28. Chart of Statement 14.2

For this question, 88% or 7 respondents state that *PPL* students have a **good** skill in developing effective communication with the students, while

12% or 1 *guru pamong* says that *PPL* students have an **average** developed communication with the students. *PPL* students should consider the meeting with their students as a learning process.

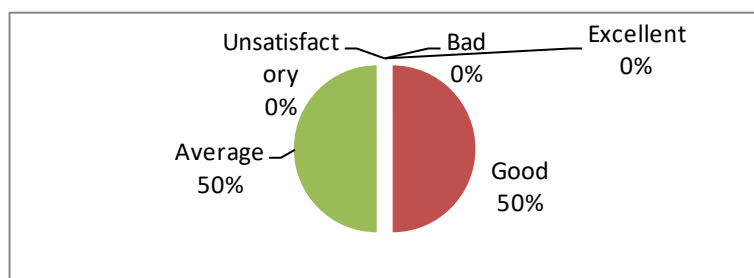
Statement 15: Mahasiswa menggunakan Bahasa Inggris selama tatap muka.



29. Chart of Statement 15.2

In this item, 62% or 5 respondents say ‘**good**’ of *PPL* students’ performance in English inside the class. Then, 38% or 3 respondents chose ‘**average**’ to the statement. It is clear that some of the respondents states that *PPL* students use less English than it is expected inside the class.

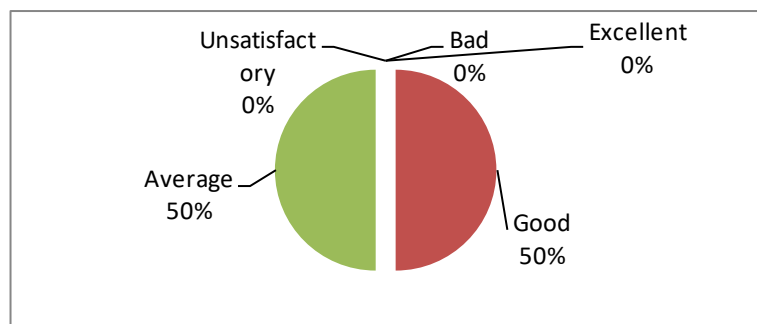
Statement 16: Mahasiswa mendorong siswa menggunakan Bahasa Inggris.



4.30. Chart of Statement 16.2

Data reveals that 50% or 4 respondents agree that *PPL* students are ‘**good**’ in motivating students to speak English, both during and outside the class, and apply the language in their daily life. In contrary, the rest of the respondents, 50% or 4, states that *PPL* students less good in motivating students to speak English, so they chose ‘**average**’. They are less encouraging students to speak English.

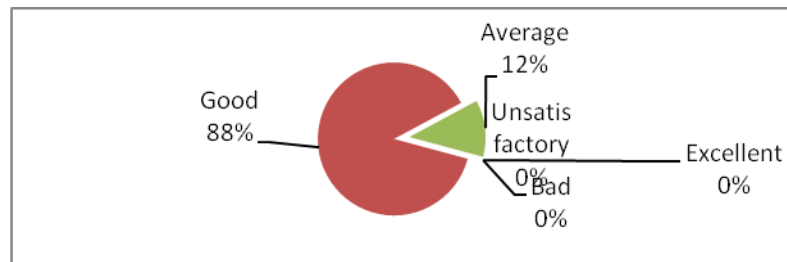
Statement 17: Mahasiswa memantau kemajuan belajar siswa.



4.31. Chart of Statement 17.2

The figure above shows that 50% or 4 respondents chose ‘**good**’ to the statement, it means, they stated that *PPL* students are good in monitoring the students’ English achievement, while 50% or 4 participants agree that *PPL* students are ‘**average**’ in monitoring students learning improvement. They are following the students report in every meeting and managing the next lesson plan to support their achievement towards English.

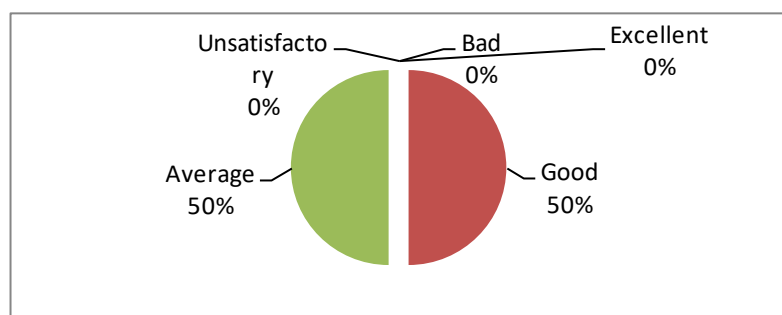
Statement 18: Mahasiswa memberikan motivasi belajar kepada siswa.



4.32. Chart of Statement 18.2

The figure above shows that 88% or 7 respondents chose ‘**good**’ to the statement, it means, they state that *PPL* students have a good ability in giving motivation to the students to learn. *PPL* students motivate their students with various ways, such as giving advice, bringing interesting material and facilitate them to learn. While, 12% or 1 participant says that *PPL* students are ‘**average**’ in giving motivation for the students, but not intense.

Statement 19: Mahasiswa menginformasikan kriteria dan prosedur penilaian.

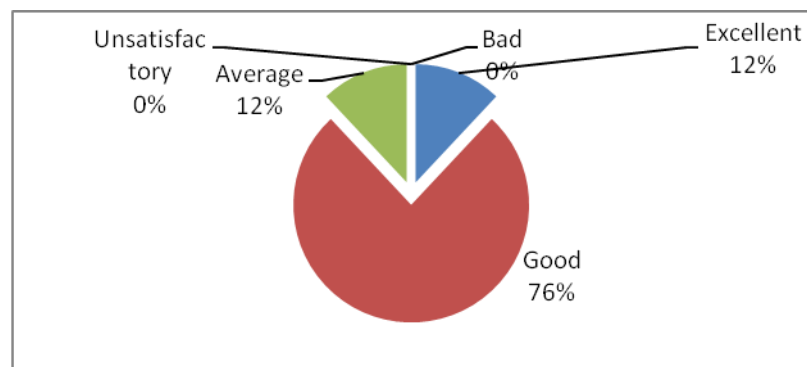


4.33. Chart of Statement 19.2

The figure above shows that 50% or 4 respondents chose ‘**good**’ to the statement. They states that *PPL* students are good in informing the

evaluation criteria and procedure to avoid students' misunderstanding and make them motivated to follow the procedure and criteria, while 50% or 4 participants say that *PPL* students are **average** in informing the evaluation criteria and procedure. *PPL* students informed it well so the students know what to do to improve their learning result.

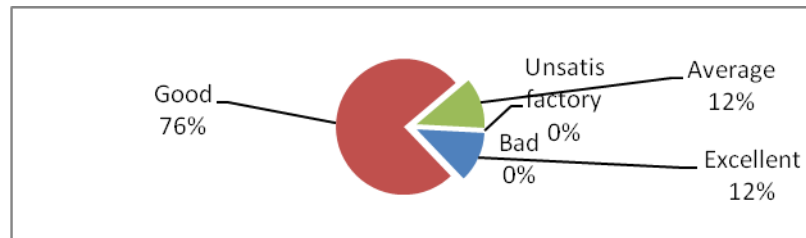
Statement 20: Mahasiswa memberikan keteladanan sebagai seorang pendidik.



4.34. Chart of Statement 20.2

As shown in the percentage, 12% or 1 respondent state that *PPL* students are **excellent** in performing a good example and attitude as an educator. They are able to show their politeness, appropriateness and ethic as an educator. 76% or 6 respondents chose '**good**' to the statement. *PPL* students have a good ability in performing themselves as a good example of an educator. They know how to be a wise teacher, while 12% or 1 participant says that *PPL* students are **average**, or quiet good to be a role model of positive attitude.

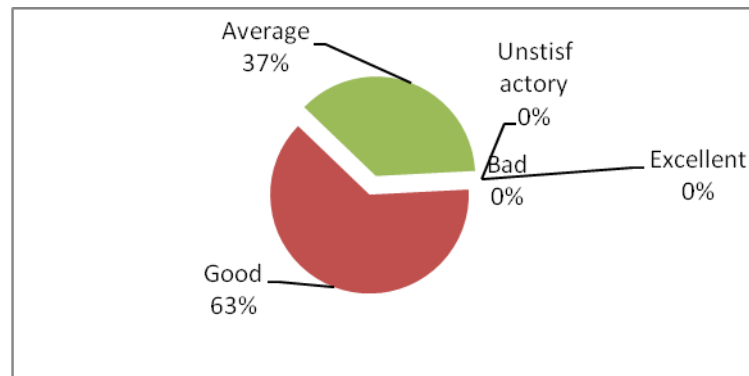
Statement 21: Mahasiswa menjadi *role model* dalam penggunaan bahasa Inggris.



4.35. Chart of Statement 21.2

The percentage shows that 12% or 1 respondent chose ‘**excellent**’ to the question. It is states that *PPL* students are excellent in performing themselves as a role model of English speaker. They used the language on the most of the conversation with their friends and mixed the both Bahasa and English inside the class, so the students are get used to the language. Then, 76% or 6 respondents state that *PPL* students are ‘**good**’ to be the role model of English, because they are able to employ the language during the class and use the English words and expressions in communicating with the students. On the other hand, 12% or 1 respondent chose ‘**average**’ to the statement. The *PPL* students are average to be the role model of English because they are able to mix the language based on the students’ needs.

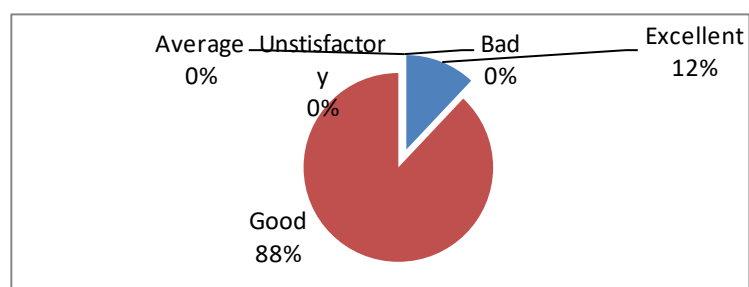
Statement 22: Mahasiswa memberikan contoh dalam hal disiplin.



4.36. Chart of Statement 22.2

Then, the data shows that 63% or 5 respondents say that *PPL* students are **good** in giving a good example of discipline. They are able to show the students about how important the attitude is and they are performing themselves as discipline people, followed by 37% or 3 respondents state that *PPL* students are ‘**average**’ of the statement. The *PPL* students are average in showing their discipline.

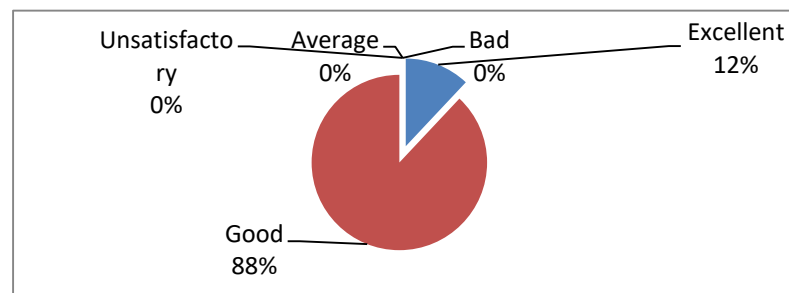
Statement 23: Mahasiswa memiliki komitmen dan tanggung jawab dalam mengajar.



4.37. Chart of Statement 23.2

As shown in the percentage, 12% or 1 respondent state that *PPL* students have an **excellent** commitment and responsibility in teaching, while 88% or 7 respondents said that *PPL* students have a **good** responsibility in teaching. They fulfill the teaching schedule and done every task from the school.

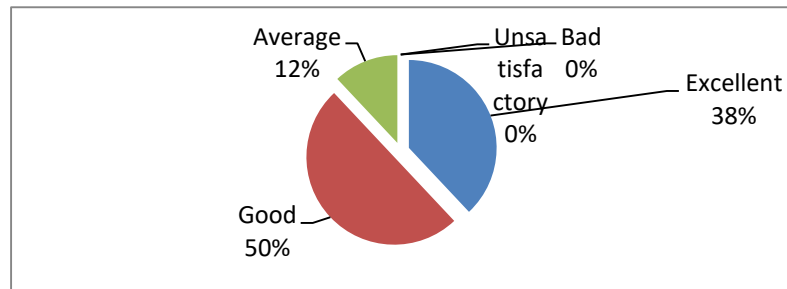
Statement 24: Mahasiswa memberikan penilaian yang objektif atas hasil belajar siswa.



4.38. Chart of Statement 24.2

Based on the responses given, 12% or 1 respondent says that *PPL* students are **excellent** in giving an objective evaluation of students. They put their personal perception of the student behind. In addition, there are 88% or 7 respondents that chose '**good**' to the statement which means that *PPL* students are good in giving an objective evaluation to the students.

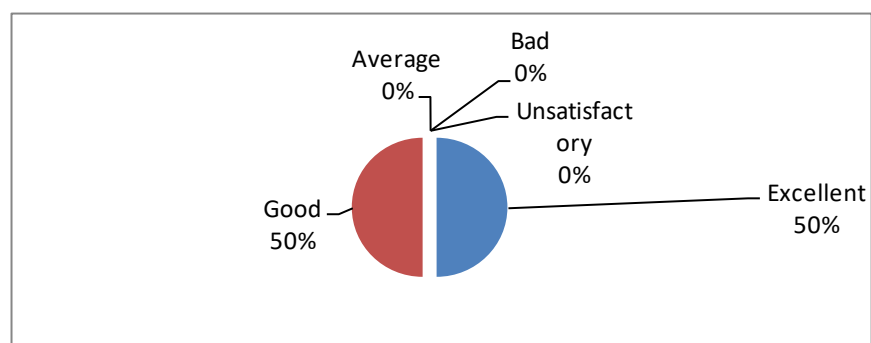
Statement 25: Mahasiswa berkonsultasi dengan guru pamong.



4.39. Chart of Statement 25.2

The responses given through questionnaires shows that 38% or 3 respondents states that *PPL* students are **excellent** in consulting and build a good communication to the *guru pamong*, then 50% or 4 respondents states the *PPL* students are **good** in consulting their problem and seeking solution from their *guru pamong*, while 12% or 1 respondent are ‘**average**’ of the statement which means that *PPL* students are quiet good in consulting the learning teaching activity with the *guru pamong*.

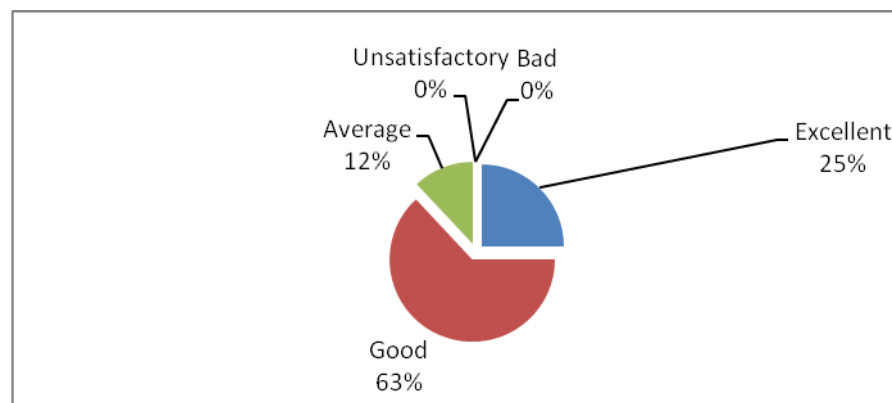
Statement 26: Mahasiswa berkomunikasi dengan guru lain.



4.40. Chart of Statement 26.2

Data reveals that 50% or 4 respondents chose **excellent** to the statement. *PPL* students are excellent in maintaining a good relationship with other teacher and show their respect to the teachers. While the rest of the total respondent, 50% or 4 respondents state that *PPL* students are **good** in communicating with other teachers, not only to their *guru pamong*.

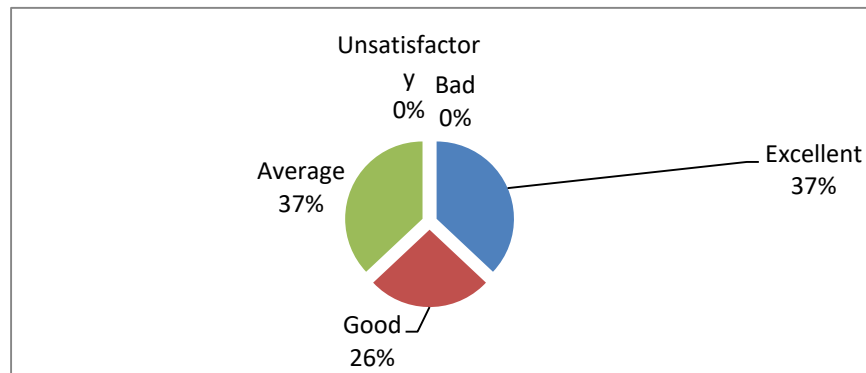
Statement 27: Mahasiswa berpartisipasi aktif dalam kegiatan yang diadakan sekolah.



4.41. Chart of Statement 27.2

For this statement, 25% respondents (2 *guru pamong*) chose **excellent**. *PPL* students are actively participating in the schools' activity whether it is directly related to English or not. They are eager to share their ideas and helps to the activity. And 63% respondents (5 *guru pamong*) agreed that *PPL* students are **good** in participating on the school activity, while 12% or 1 respondent chose **average**. *PPL* students get involved in the school activity.

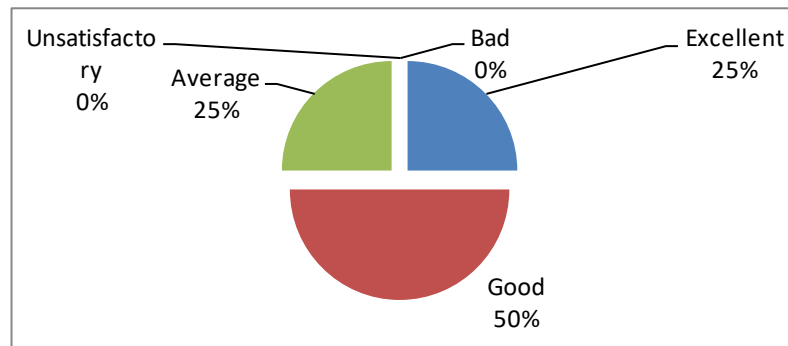
Statement 28: Mahasiswa memberikan penghargaan (*reward*) kepada siswa yang berpartisipasi aktif dalam proses pembelajaran.



4.42. Chart of Statement 28.2

For this question, 37% or 3 respondents states that *PPL* students are **excellent** in giving rewards to active students. They are excellent in identifying the students' interested and they knew how to make students actively participated in the learning teaching activity. There are 26% or 2 respondents states '**good**' for the statement, while 37% or 3 respondents choose **average** to the question which means that *PPL* students are quiet good in giving the reward for active students and to motivate them to be active in learning teaching activity.

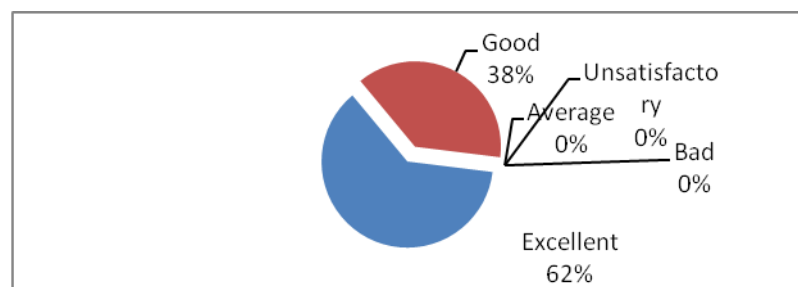
Statement 29: Mahasiswa memberikan penguatan (*reinforcement*) kepada siswa.



4.43. Chart of Statement 29.2

The percentage shows that 25% or 2 respondents say that *PPL* students are **excellent** in giving reinforcement to the students, while 50% or 4 respondents agree that *PPL* students are **good** in giving the reinforcement to the students. Then, the rest of the respondents, about 25% or 2 respondents chose ‘**average**’ for the statement. *PPL* students are quiet good in giving the reinforcement based on the students’ needs.

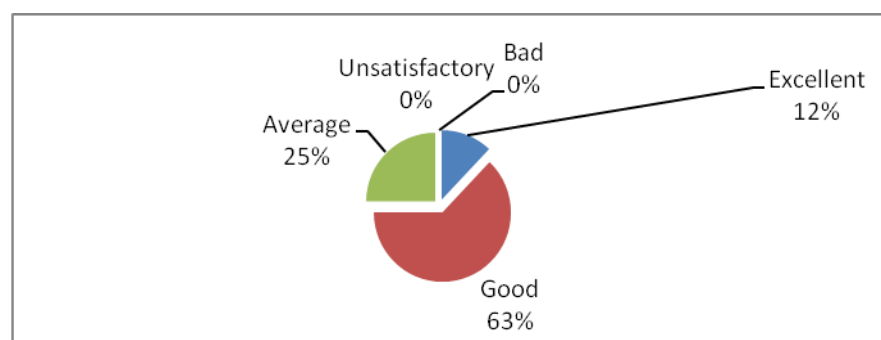
Statement 30: Mahasiswa mampu mengendalikan kelas selama proses belajar mengajar.



4.44. Chart of Statement 30.2

Responding to the statement above, 62% or 5 respondents chose ‘**excellent**’ because the *PPL* students are excellent in controlling the class during the learning teaching activity. Then 38% or 3 students state that *PPL* students are **good** in managing and conducting the class.

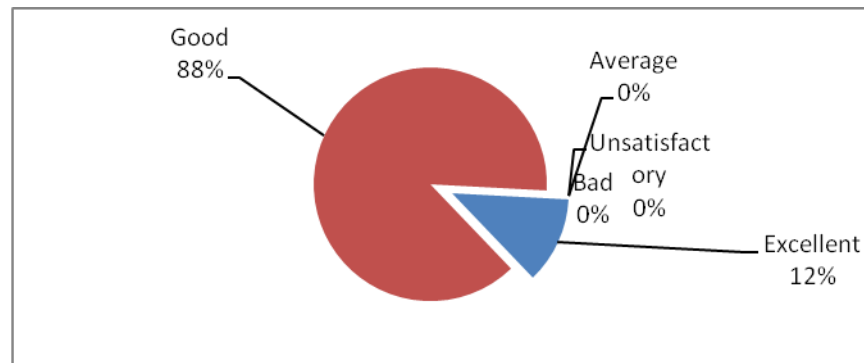
Statement 31: Mahasiswa menciptakan suasana kelas yang menyenangkan.



4.45. Chart of Statement 31.2

Then, the data shows that 12% or 1 respondent state that *PPL* students are **excellent** in creating conducive learning environment for the students to support the learning teaching effectiveness. Then 63% or 5 respondents chose ‘**good**’ which means that *PPL* students are good in creating a happy environment as an important thing in teaching children, while 25% or 2 respondents say that *PPL* students have **average** ability in creating a happy learning environment.

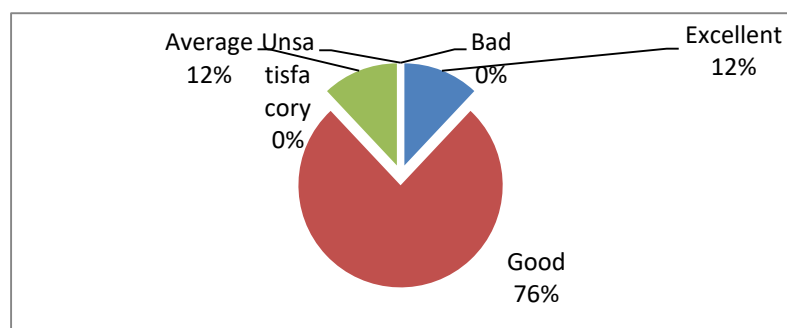
Statement 32: Mahasiswa memberikan instruksi dengan jelas.



4.46. Chart of Statement 32.2

As shown in the percentage, 12% or 1 respondent gives opinion that *PPL* student are **excellent** in giving a clear instruction of the task and procedure in the class, additionally, 88% or 7 respondents admit that *PPL* students are **good** in giving the instruction for the students to avoid confusion and understanding towards the task from the teacher.

Statement 33: Mahasiswa berpartisipasi aktif dalam kegiatan sekolah.

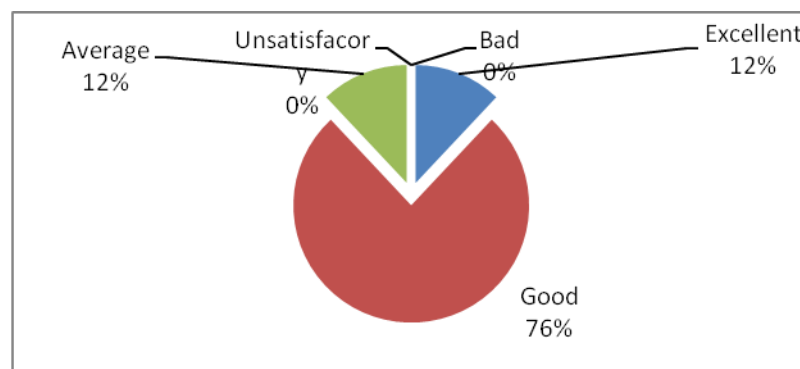


4.47. Chart of Statement 33.2

Based on the responses given, 12% respondents (1 *guru pamong*) chose **excellent**. *PPL* students are actively participating in the schools'

activity whether it is directly related to English or not. They are eager to share their ideas and helps to the activity. And 76% respondents (6 *guru pamong*) agreed that *PPL* students are **good** in participating on the school activity, while 12% or 1 respondent chose **average**. *PPL* students get involved in the school activity.

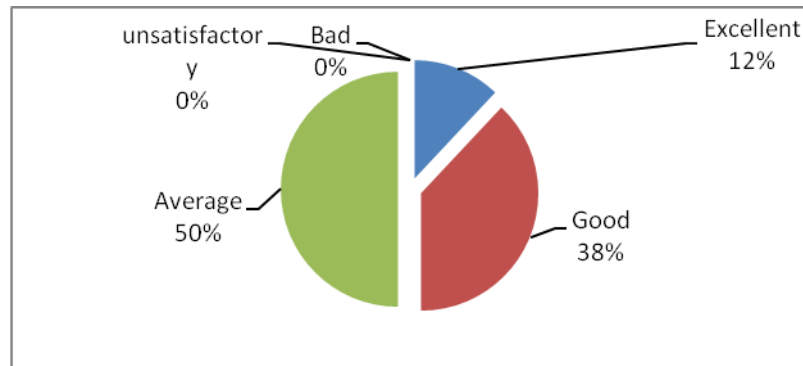
Statement 34: Mahasiswa mengintegrasikan *skills* (reading, speaking, listening, writing) dalam mengajar.



4.48. Chart of Statement 34.2

From the data obtained, 12% or 1 respondent state that *PPL* students are **excellent** in integrating skills in teaching English, while 76% or 6 respondents have the same perception that *PPL* students are **good** in integrating four skills of English, and then 12% or 1 respondent answers **average** to the statement, which means that *PPL* students have average skills in integrating four skills in English.

Statement 35: Mahasiswa menggunakan metode yang bervariasi dalam menyampaikan materi.



4.49. Chart of Statement 35.2

From the *guru pamong* point of view, *PPL* students ability in varying teaching method are **excellent** (12% or 1 respondent), **good** (38% or 3 respondents), and **average** (50% or 4 respondents). It means that *PPL* students master various methods of teaching English and know appropriate method to teach students, eventhough, half of the respondents perceive that *PPL* students only apply certain methods in teaching with less variation.

4.2. Principal's Perception towards ELESP of UNJ Graduates' Teaching Competences.

The result of the data was analyzed from the questionnaire that had distributed to twenty principals of elementary schools who employ ELESP graduates as an English teacher in their schools. The questionnaire contains of seven general statements and thirty- five specific statements. The questionnaire is categorized into four headings, there are:

4.2.1. Data Description

Headings	Statement
Kompetensi Profesional Lulusan PS-PBI UNJ	Part 1: 1, 7. Part 2: 1, 2, 3, 4, 6, 7, 10, 11, 32.
Kompetensi Pedagogik Lulusan PS-PBI UNJ	Part 1: 2, 5, 6. Part 2: 5, 8, 9, 12, 13, 14, 15, 16, 17, 24, 26, 27, 28, 29, 30, 33.
Kompetensi Kepribadian Lulusan PS-PBI UNJ	Part 1: 3. Part 2: 18, 19, 20, 21, 22, 34.
Kompetensi sosial Lulusan PS-PBI UNJ	Part 1: 4. Part 2: 23, 25, 31, 35.

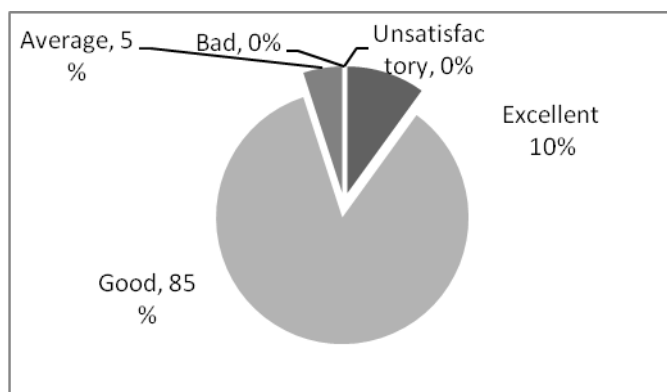
4.50. Table of Headings

The questionnaire was designed based on teaching competences in Peraturan Nomor 16 Tahun 2007 (2009) and it has five option answers: 5) Excellent, 4) Good, 3) Average, 2) Unsatisfactory, 1) Bad.

4.2.2. Findings

4.2.2.1. General Statements of English Language Education Study Program of UNJ Graduates' Teaching Competences.

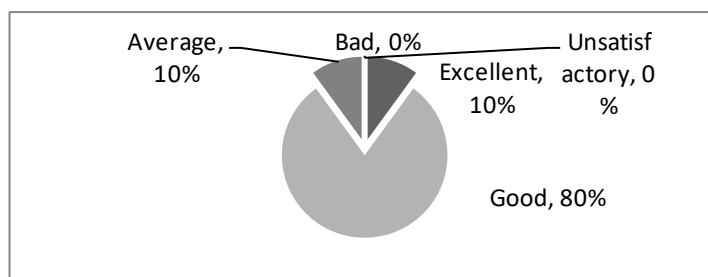
Statement 1: Kompetensi Profesional Lulusan PS- PBI UNJ.



4.51. Chart of Statement 1.1

The chart shows that 85% or 17 principals state that ELESPP graduates have a **good** competence of professional in teaching elementary school students, while 10% or 2 principals say that ELESPP graduates have an **excellent** professional competence and 5% or 1 principal state that ELESPP graduates have **average** competence of professional.

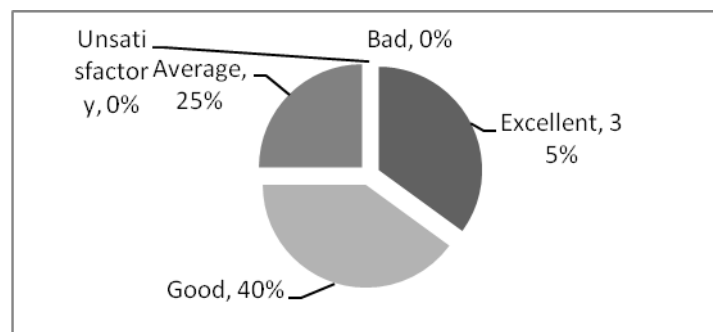
Statement 2: Kompetensi Pedagogik Lulusan PS- PBI UNJ.



4.52. Chart of Statement 2.1

The result shows that 80% or 16 principals state that ELESPP graduates have a **good** pedagogical competence, and 10% or 2 principals say that ELESPP graduates pedagogical competence is on **average**, while 10% or 2 principals state that ELESPP graduates have an **excellent** competence of pedagogical.

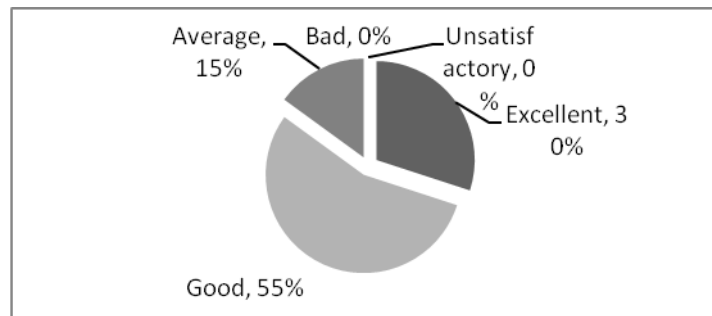
Statement 3: Kompetensi Kepribadian Lulusan PS- PBI UNJ.



4.53. Chart of Statement 3.1

40% or 8 respondents state that ELESPP graduates have **good** personal competence, while 25% or 5 participants chose '**average**' to the statement. It means that ELESPP graduates have average competence in personal competence as an English teacher, so they should improve their personal competence. Then, 35% or 7 participants answer '**excellent**', and it means that ELESPP graduates' personality in teaching young learner is excellent.

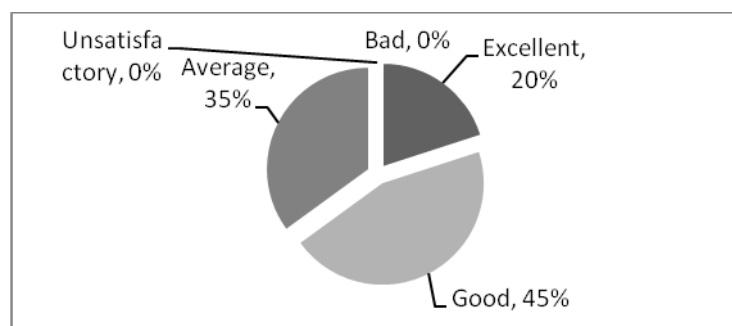
Statement 4: Kompetensi sosial Lulusan PS- PBI UNJ.



4.54. Chart of Statement 4.1

In this item, 55% or 11 respondents chose ‘**good**’ to the social competence of the ELESP graduates, 30% or 6 respondents chose ‘**excellent**’ and 15% or 3 respondents chose ‘**average**’. It means that, most of the respondents state that ELESP graduates have good social competence. They are able to work in groups, maintain a good communication with all the teachers and also the society.

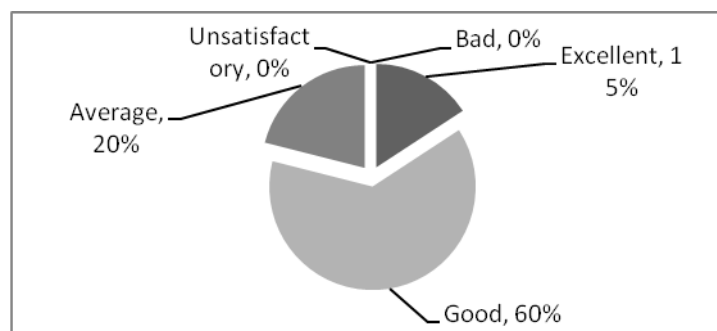
Statement 5: Kemampuan Lulusan PS- PBI UNJ dalam mengelola kelas.



4.55. Chart of Statement 5.1

The figure above shows that 45% or 9 respondents chose ‘**good**’ to the statement, it means, they state that ELESF graduates have good ability in managing the class during the whole learning- teaching activity. And 20% or 4 respondents state that ELESF graduates are **excellent** in handling the class and managing the class activity, while 35% or 7 respondents chose ‘**average**’ to the statement. It means that, they state that ELESF graduates have a good ability in managing the class, but they still have to improve their ability to meet the school expectation.

Statement 6: Keterampilan Lulusan PS- PBI UNJ dalam memvariasikan pembelajaran.

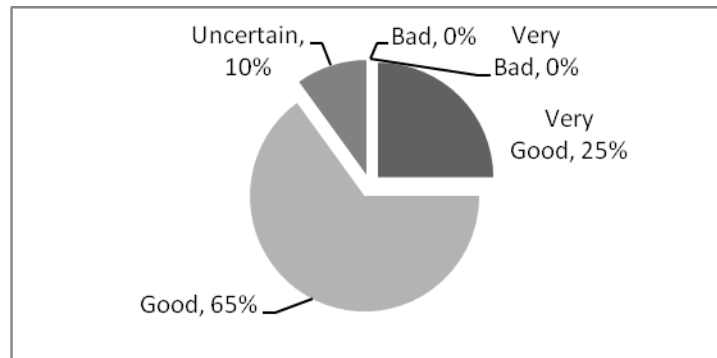


4.56. Chart of Statement 6.1

The chart shows that 60% or 12 principals state that ELESF graduates have **good** ability in varying the learning- teaching activity of elementary school students, while 15% or 3 principals say that ELESF graduates have an **excellent** ability in varying the learning- teaching activity to meet the students’ needs and 20% or 4 principal state that ELESF

graduates have **average** ability in varying the learning- teaching activity and the need to improve that.

Statement 7: Lulusan PS- PBI UNJ mampu bekerja secara profesional.

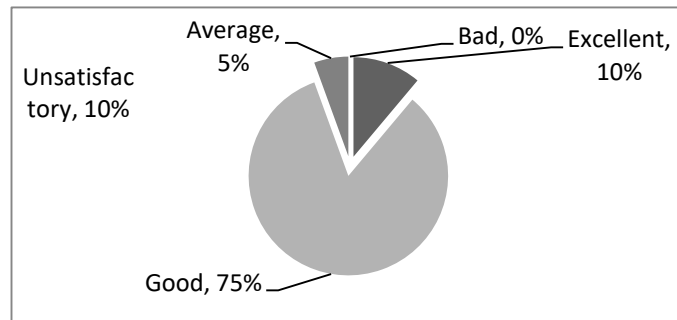


4.57. Chart of Statement 7.1

The result shows that 65% or 13 principals state that ELESPP graduates are **good** in working professionally, and 10% or 2 principals say that is on **average** in working professionally, while 25% or 5 principals state that ELESPP graduates have an **excellent** ability in working professionally. They keep leaning and enriching their knowledge in teaching young learner, they are responsible to their job and they keep evaluating their competences.

4.1.2.2. Specific Statements of English Language Education Study Program of UNJ Graduates' Teaching Competence.

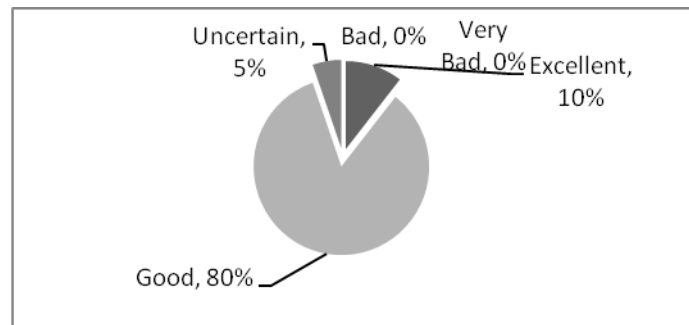
Statement 1: Lulusan PS- PBI UNJ menyiapkan RPP yang lengkap.



4.58. Chart of Statement 1.2

75% or 15 respondents state that ELESPP graduates are **good** in setting the lesson plan, while 5% or 1 participants chose '**average**' to the statement. It means that ELESPP graduates have average ability in setting the lesson plan, so they should improve their ability. Then, 10% or 2 participants answer '**excellent**', and it means that ELESPP graduates' performance in setting up the lesson plan is excellent, while 10% or 2 principals state that ELESPP graduates are **unsatisfactory** or not good enough and urgently need to improve their ability in setting up their lesson plan as part of their responsibility.

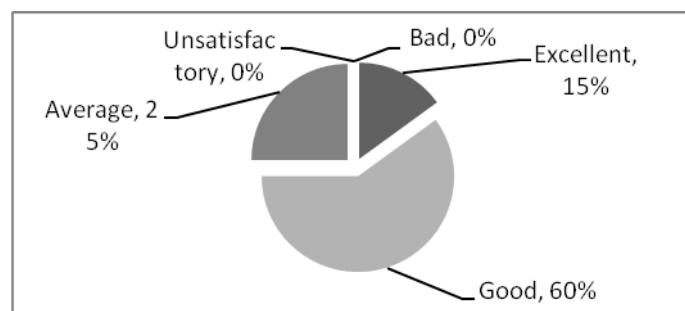
Statement 2: Lulusan PS- PBI UNJ merumuskan tujuan pembelajaran.



4.59. Chart of Statement 2.2

The figure above shows that 80% or 16 respondents chose ‘**good**’ to the statement, it means, they state that ELESP graduates have a good ability in identifying the learning objectives based on the curriculum, while 10% or 2 participants say that ELESP graduates are **excellent** in identifying the learning objectives. On contrary, 5% or 1 respondent state that ELESP graduates have **average** ability in identifying the learning objectives.

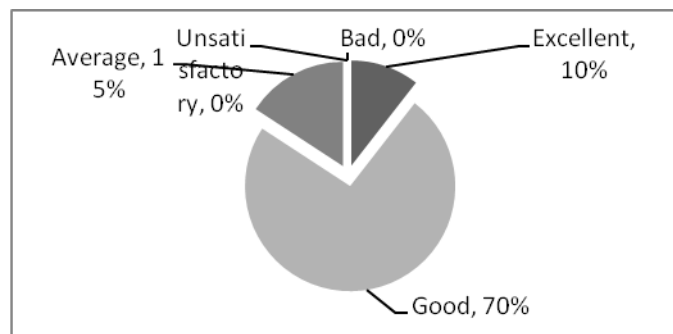
Statement 3: Lulusan PS- PBI UNJ memilih dan mengorganisasikan materi pelajaran sesuai dengan kemampuan belajar siswa.



4.60. Chart of Statement 3.2

The percentage shows that 60% or 12 respondents state that ELESP graduates' ability in deciding and organizing the learning material based on the students' characteristic is **good**. Then, 25% or 5 respondents state that the ELESP graduates' ability in deciding and organizing the learning material based on the students' characteristic is on **average**. While 15% or 3 respondents say that ELESP graduates have an **excellent** ability in deciding and organizing the learning material based on students' competence.

Statement 4: Lulusan PS- PBI UNJ memilih dan mengorganisasikan materi pelajaran sesuai dengan perkembangan ipteks.

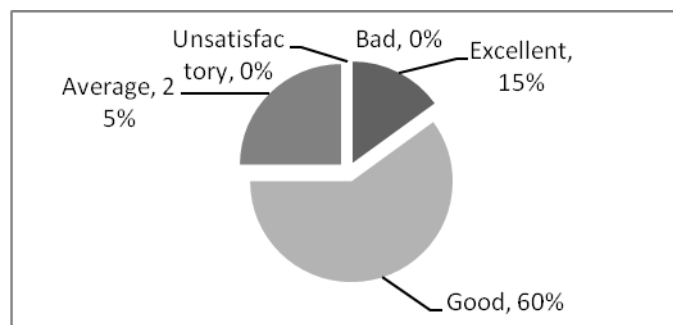


4.61. Chart of Statement 4.2

The chart shows that 70% or 14 respondents state that ELESP graduates have **good** ability designing and organizing learning material based on the IT development, while 15% or 3 respondents say that ELESP graduates have an **average** ability designing and organizing learning material based on the IT development and they need to improve that. While 10% or 2 respondents state that ELESP graduates are **excellent** in

determining and organizing the learning material based on the IT development.

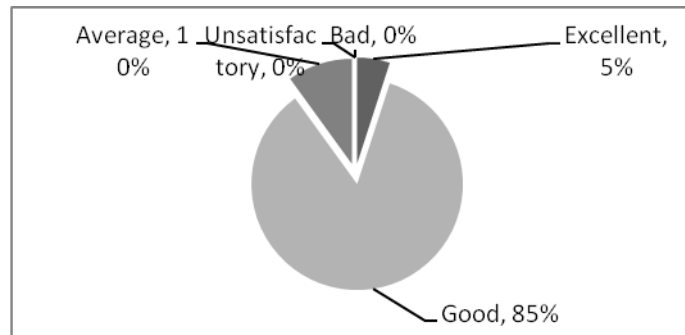
Statement 5: Lulusan PS- PBI UNJ menerapkan instruksi kelas dalam Bahasa Inggris.



4.62. Chart of Statement 5.2

The chart shows that 60% or 12 respondents state that ELESP graduates have a **good** ability in enhancing the students with English instruction, and 25% or 5 respondents say that ELESP graduates have an **average** ability in enhancing the students with English instruction. While 15% or 3 respondents state that PPL are **excellent** in using English instruction inside the class.

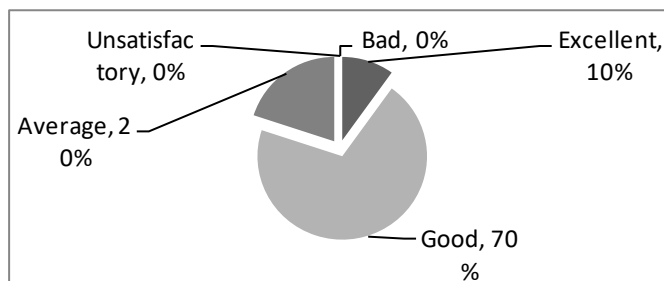
Statement 6: Lulusan PS- PBI UNJ menentukan pengalaman belajar sesuai dengan tujuan pembelajaran.



4.63. Chart of Statement 6.2

85% or 17 respondents state that ELESPP graduates are **good** in determining the learning- teaching activity based on the learning objectives, while 10% or 2 participants chose '**average**' to the statement. It means that ELESPP graduates have average ability in determining the learning- teaching activity based on the learning objectives, so they should improve their ability. Then, 5% or 1 participant answer '**excellent**', and it means that ELESPP graduates' ability in determining the learning experience based on the learning objectives is excellent.

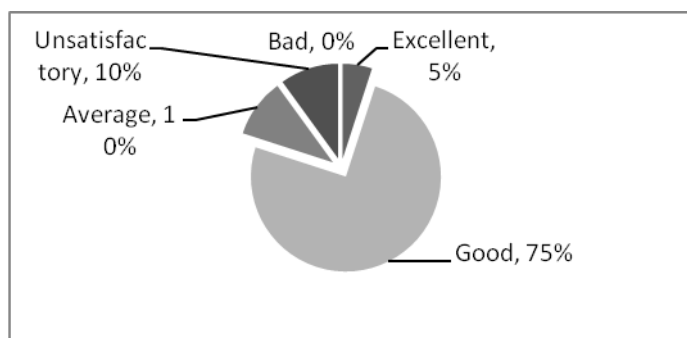
Statement 7: Lulusan PS- PBI UNJ memahami prinsip pengembangan kurikulum.



4.64. Chart of Statement 7.2

In this item, 70% or 14 respondents chose ‘**good**’ to ELESPP graduates’ ability in understanding the principles of curriculum development, 10% or 2 respondents chose ‘**excellent**’ and 20% or 4 respondents chose ‘**average**’. It means that most of the respondents state that ELESPP graduates have a good understanding of curriculum development’ principles.

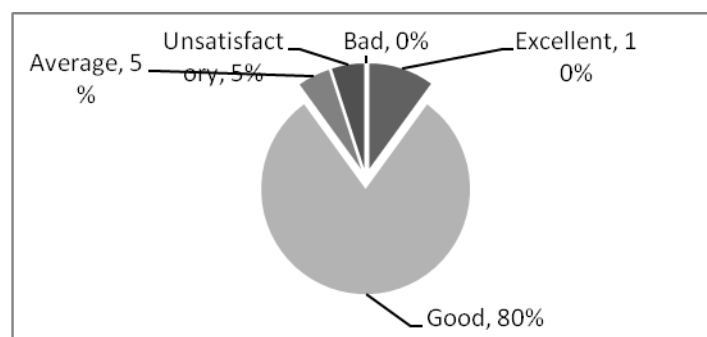
Statement 8: Lulusan PS- PBI UNJ menentukan aspek Bahasa Inggris (*listening, reading, speaking, writing, vocabulary, pronunciation*) yang penting untuk dievaluasi sesuai kemampuan siswa.



4.65. Chart of Statement 8.2

As shown in the percentage, 75% or 15 respondents state that ELESP graduates have a **good** ability in deciding the important aspect of English to evaluate the students, while 10% or 2 respondents say that ELESP graduates are **average** in understanding the important aspect of English that need to be evaluated by the students. It means that the ELESP graduates can see the students' needs and students' ability of English. Then 5% or 1 respondent states that ELESP graduates are **excellent** in understanding the important aspect of English that need to be evaluated by the students.

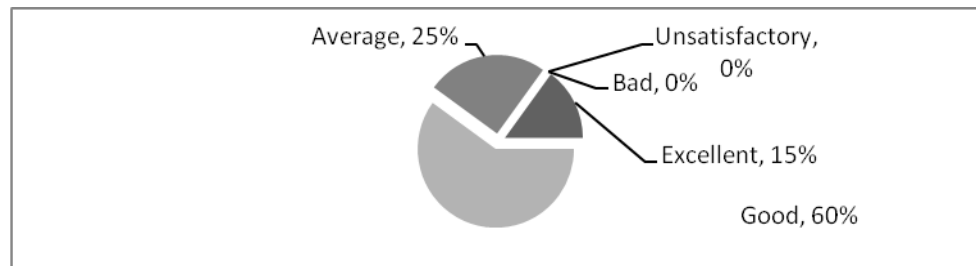
Statement 9: Lulusan PS- PBI UNJ memberikan bimbingan kepada siswa.



4.66. Chart of Statement 9.2

In this item, 80% or 16 respondents chose '**good**' to give the advice to the students, and 5% or 1 respondents chose '**average**'. It means that, most of the respondents state that ELESP graduates are good in deciding the important aspect of English to evaluate the students. While, 10% or 2 respondents state that ELESP graduates are **excellent** in giving advice to the students. In the other hand, 5% or 1 respondent responded **unsatisfactory** to the ELESP graduates' ability in giving advice to the students.

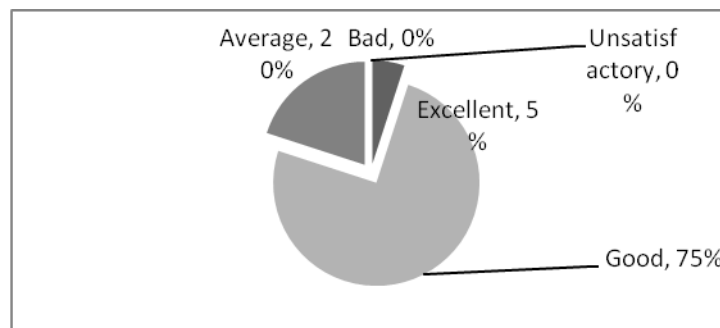
Statement 10: Lulusan PS- PBI UNJ memiliki daya saing dalam dunia kerja.



4.67. Chart of Statement 10.2

The result shows that 15% or 3 principals state that ELESP graduates have an **excellent** quality competence in teaching elementary school, while 60% or 12 principals state that ELESP graduates are good in this competence, and 25% or 5 respondents state that ELESP graduates are on average of this statement.

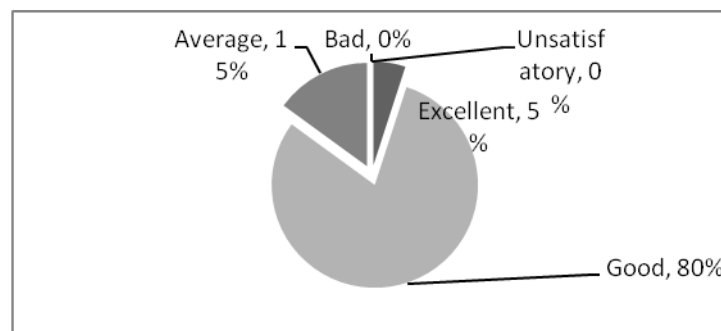
Statement 11: Lulusan PS- PBI UNJ memiliki kompetensi yang sesuai dengan criteria di sekolah.



4.68. Chart of Statement 11.2

75% or 15 respondents state that ELESP graduates are good in fulfilling the school qualification, and 5% or 1 respondent states that ELESP graduates are **excellent** in this item, while there are 20% or 4 respondents who state that ELESP graduates have an **average** ability in fulfilling the schools' qualification.

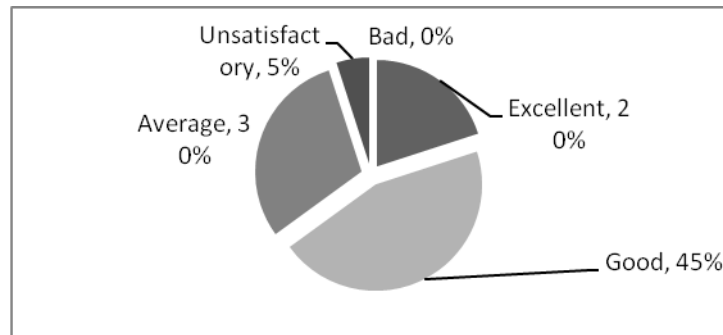
Statement 12: Lulusan PS- PBI UNJ mengembangkan komunikasi yang efektif dengan siswa.



4.69. Chart of Statement 12.2

For this question, 80% or 16 respondents state that ELESP graduates have a **good** skill in developing effective communication with the students, while 15% or 3 principals say that ELESP graduates have an **average** developed communication with the students. ELESP graduates have good understanding of ways of communication with the young learner and they are able to apply it to support the learning- teaching activity. In contrary, 5% or 1 respondent omit that ELESP graduates have an **excellent** communication with the students.

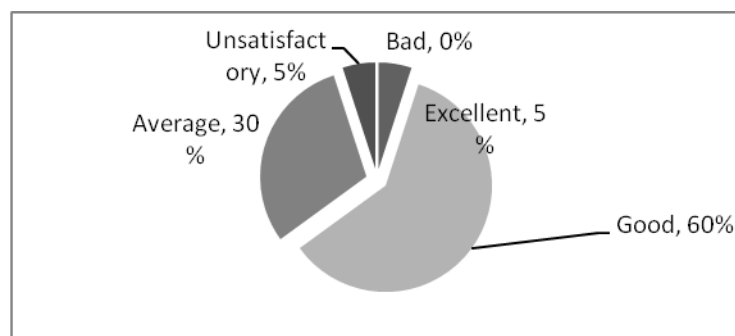
Statement 13: Lulusan PS- PBI UNJ menggunakan bahasa Inggris selama tatap muka.



4.70. Chart of Statement 13.2

In this item, 45% or 9 respondents say **'good'** and 20% or 4 respondents say **'excellent'** of ELESPP graduates' performance in English inside the class. Then, 30% or 6 respondents chose **'average'** to the statement and 5% or 1 respondent chose **'unsatisfactory'** to the statement. It is clear that some of the respondents state that ELESPP graduates use less English than it is expected inside the class.

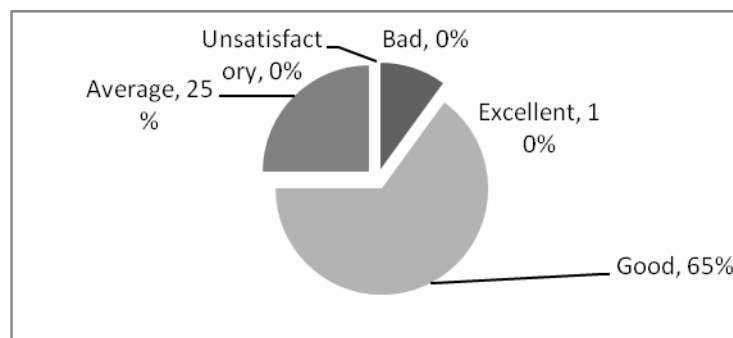
Statement 14: Lulusan PS- PBI UNJ mendorong siswa menggunakan bahasa Inggris selama tatap muka.



4.71. Chart of Statement 14.2

Data reveals that 5% or 1 respondent chose ‘**excellent**’ to the statement and 60% or 12 respondents agree that ELESP graduates are ‘**good**’ in motivating students to speak English during the learning-teaching activity. While, 30% or 6 respondents state that ELESP graduates less good in motivating students to speak English, and they chose **average**. In addition, 5% or 1 respondent chose ‘**unsatisfactory**’ to the ELESP graduates ability in motivating their students to speak English during the English session.

Statement 15: Lulusan PS- PBI UNJ memantau kemajuan belajar siswa.

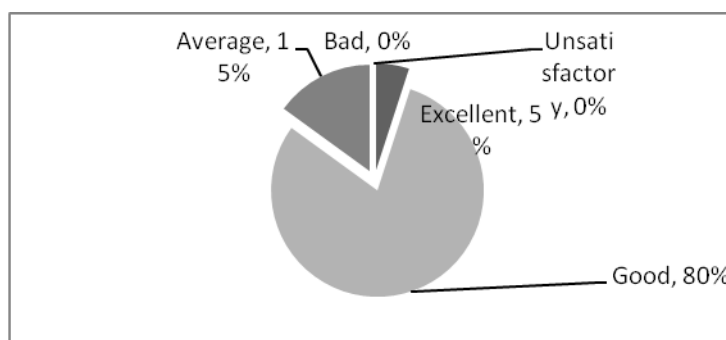


4.72. Chart of Statement 15.2

The figure above shows that 10% or 2 respondents chose ‘**excellent**’ and 65% or 13 respondents chose ‘**good**’ to the statement, it means, they state that ELESP graduates are good in monitoring the students’ English achievement, while 25% or 5 participants agree that ELESP graduates are ‘**average**’ in monitoring students learning improvement. They were

following the students report in every meeting and managing the next lesson plan to support their achievement towards English.

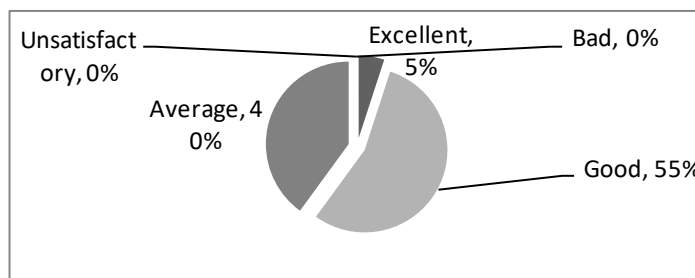
Statement 16: Lulusan PS- PBI UNJ mendorong siswa menggunakan bahasa Inggris.



4.73. Chart of Statement 16.2

Data reveals that 5% or 1 respondent states that ELESPP graduates are **excellent** in motivating students to speak English outside the class and apply the language in their daily life, then 80% or 16 respondents agree that ELESPP graduates are **'good'** in motivating students to speak English, while the rest of the respondents, 15% or 3, state that ELESPP graduates less good in motivating students to speak English, so they chose **'average'**.

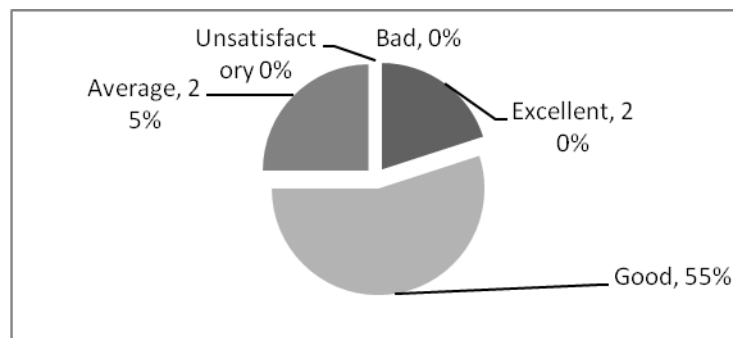
Statement 17: Lulusan PS- PBI UNJ menginformasikan kriteria dan prosedur penilaian.



4.74. Chart of Statement 17.2

The figure above shows that 5% or 1 respondent chose ‘**excellent**’ to the statement. They state that ELESP graduates are excellent in informing the evaluation criteria and procedure to avoid students’ misunderstanding and made them motivated to follow the procedure and criteria, while 55% or 11 participants say that ELESP graduates are **good** in informing the evaluation criteria and procedure. ELESP graduates informed it well so the students know what to do to improve their learning result. In contrary, 8 respondents (4%) chose ‘**average**’ to the item. ELESP graduates only inform the evaluation criteria and procedure when they have to inform that

Statement 18: Lulusan PS- PBI UNJ memberikan keteladanan sebagai seorang pendidik.

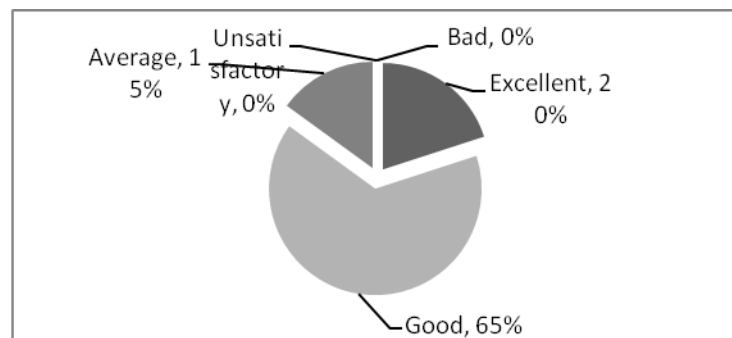


4.75. Chart of Statement 18.2

As shown in the percentage, 20% or 4 respondents state that ELESP graduates are **excellent** in performing a good example and attitude as an educator. They are able to showed their politeness, appropriateness and ethic as an educator. 55% or 11 respondents chose ‘**good**’ to the statement.

ELESP graduates have good ability in performing themselves as a good example of an educator. They know how to be a wise teacher, while 25% or 5 participants say that ELESP graduates are **average**, or quiet good to be a role model of positive attitude.

Statement 19: Lulusan PS- PBI UNJ menjadi *role model* dalam penggunaan bahasa Inggris.

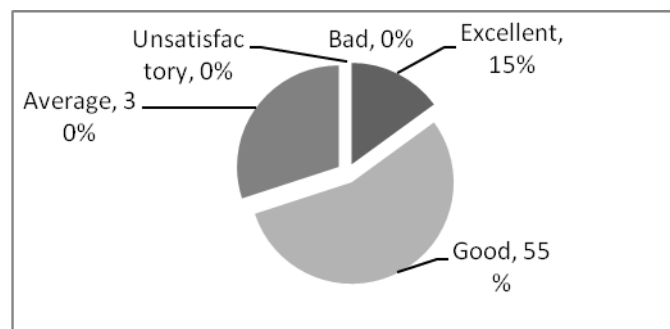


4.76. Chart of Statement 19.2

The percentage shows that 20% or 4 respondents chose ‘**excellent**’ to the question. It is stated that ELESP graduates are excellent in performing themselves as a role model of English speaker. They use the language on the most of the conversation with their friends and mixed the both Bahasa Indonesia and English inside the class, so the students are getting used to the language. Then, 65% or 13 respondents state that ELESP graduates are ‘**good**’ to be the role model of English, because they are able to employ the language during the class and use the English words and expressions in communicating with the students. On the other hand, 5% or 1 respondent chose ‘**average**’ to the statement. The ELESP graduates are average to be

the role model of English because they are able to mix the language based on the students' needs.

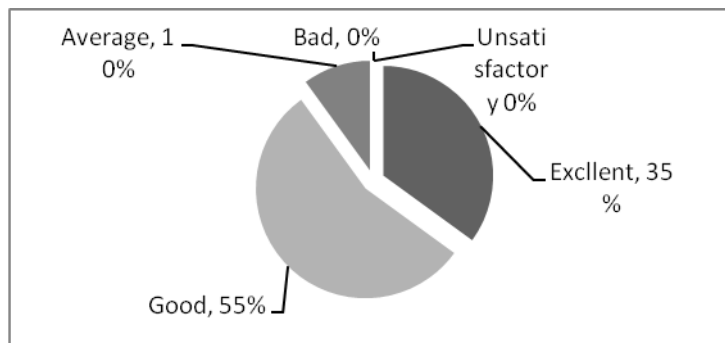
Statement 20: Lulusan PS- PBI UNJ memberikan contoh dalam hal disiplin.



4.77. Chart of Statement 20.2

Then, the data shows that 55% or 11 respondents say that ELESP graduates are **good** in giving a good example of discipline. They are able to show the students about how important the attitude is and they were performing themselves as discipline people, followed by 30% or 6 respondents state that ELESP graduates are '**average**' of the statement. The ELESP graduates are average in showing their discipline. And 15% or 3 respondents state ELESP graduate are **excellent** in giving a good example of discipline.

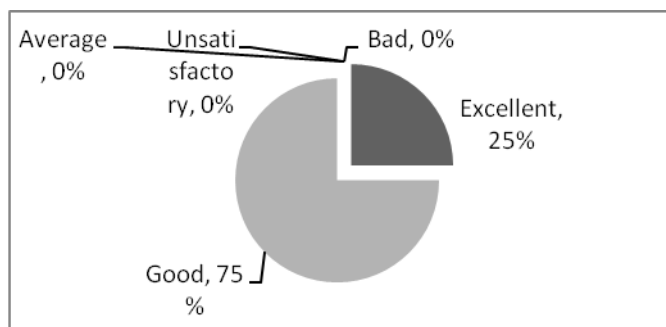
Statement 21: Lulusan PS- PBI UNJ memiliki komitmen dan tanggung jawab dalam mengajar.



4.78. Chart of Statement 21.2

As shown in the percentage, 35% or 7 respondents state that ELESPP graduates have an **excellent** commitment and responsibility in teaching, while 55% or 11 respondents omit that ELESPP graduates have **good** responsibility in teaching. However, 2 principals (10%) share that ELESPP have **average** commitment and responsibility in teaching.

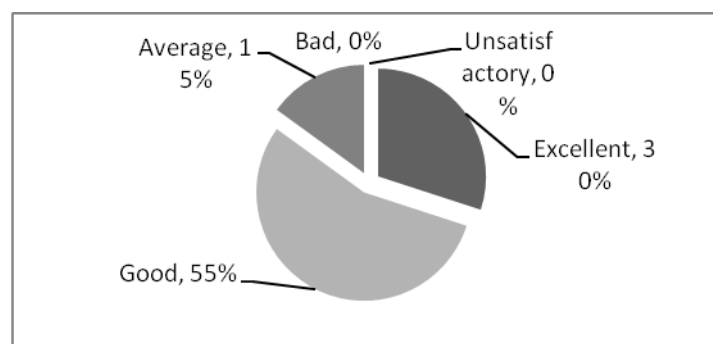
Statement 22: Lulusan PS- PBI UNJ memberikan penilaian yang objektif atas hasil belajar siswa.



4.79. Chart of Statement 22.2

Based on the responses given, 25% or 5 respondents say that ELESP graduates are **excellent** in giving an objective evaluation of students. They put their personal perception of the student behind. In addition, there are 75% or 15 respondents that chose '**good**' to the statement which means that ELESP graduates are good in giving an objective evaluation to the students.

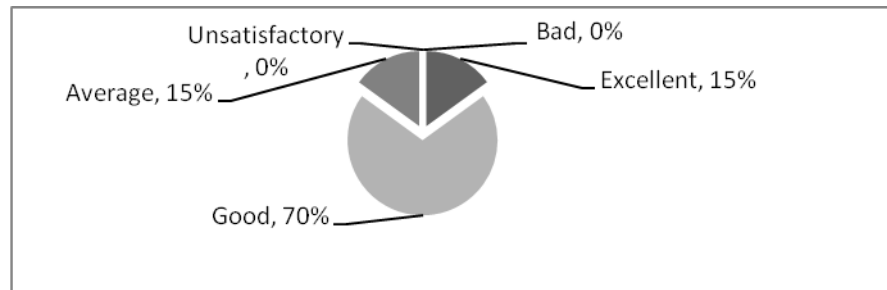
Statement 23: Lulusan PS- PBI UNJ menjalin komunikasi dengan guru lain.



4.80. Chart of Statement 23.2

Data reveals that 30% or 6 respondents chose **excellent** to the statement. ELESP graduates are excellent in maintaining a good relationship with other teacher and show their respect to the teachers as their partner. However, 15% or 3 respondents give opinion that ELESP graduates have **average** communication with other teacher, while the rest of the total respondent, 55% or 11 respondents state that ELESP graduates are **good** in communicating with other teachers.

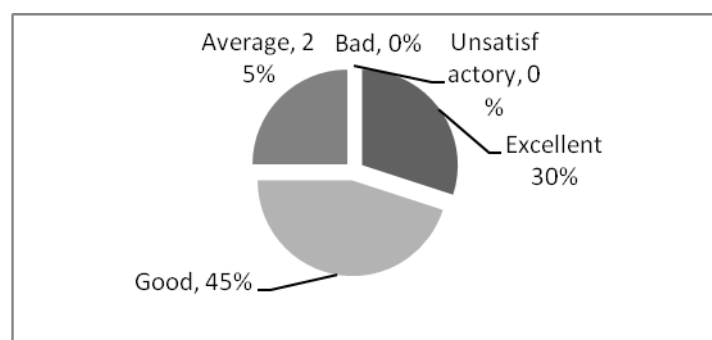
Statement 24: Lulusan PS- PBI UNJ memberikan pertanyaan bervariasi dan jelas kepada siswa.



4.81. Chart of Statement 24.2

The chart shows that 70% or 14 respondents state that ELESPP graduates have **good** ability in varying the questions for elementary school students, and 15% or 3 respondents say that ELESPP graduates are **excellent** or excellent in making varied and clear questions, and also understandable for young learner, while 15% or 3 respondents say that ELESPP graduates have **average** ability in varying the questions and they need to improve that.

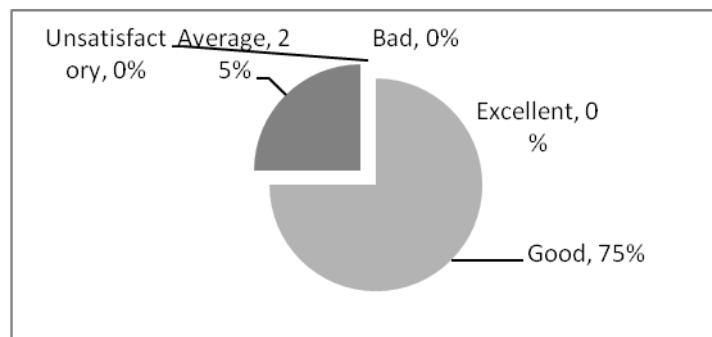
Statement 25: Lulusan PS- PBI UNJ berpartisipasi aktif dalam kegiatan yang diadakan sekolah.



4.82. Chart of Statement 25.2

For this statement, 30% respondents (6 principals) chose **excellent**. ELESP graduates are actively participating in the schools' activity whether it is directly related to English or not. They are eager to share their ideas and helps to the activity and 45% respondents (9 principals) agree that ELESP graduates are **good** in participating on the school activity, while 25% or 5 respondents chose **average**. ELESP graduates get involved in the school activity.

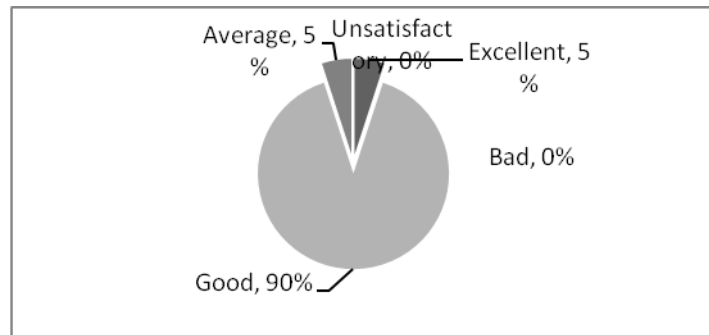
Statement 26: Lulusan PS- PBI UNJ memberikan penghargaan (*reward*) kepada siswa yang berpartisipasi aktif dalam pembelajaran.



4.83. Chart of Statement 26.2

For this question, there are 75% or 15 respondents state '**good**' for the statement. ELESP graduates are good in identifying the students' interested and they knew how to make students actively participated in the learning teaching activity. While, 25% or 5 respondents choose **average** to the question which means that ELESP graduates are average in giving the reward for active students and to motivate them to be active in learning teaching activity.

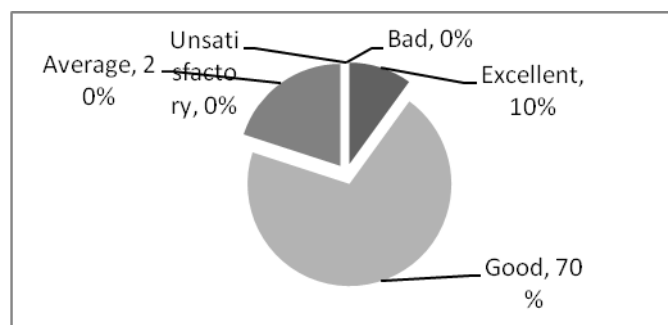
Statement 27: Lulusan PS- PBI UNJ memberikan penguatan (*reinforcement*) kepada siswa.



4.84. Chart of Statement 27.2

The percentage shows that 5% or 1 respondent says that ELESF graduates are **excellent** in giving reinforcement to the students, while 90% or 18 respondents agree that ELESF graduates are **good** in giving the reinforcement to the students. Then, the rest of the respondents, about 5% or 1 respondent chose '**average**' for the statement. ELESF graduates are average in giving the reinforcement based on the students' needs.

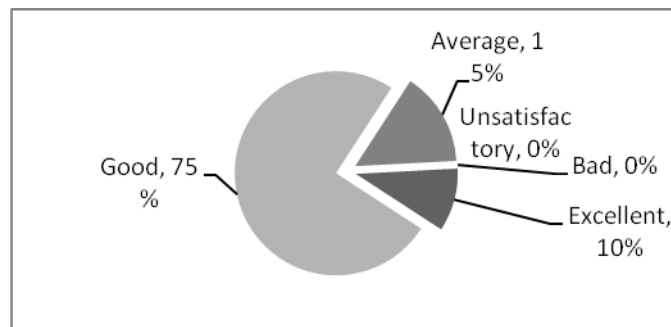
Statement 28: Lulusan PS- PBI UNJ mampu mengendalikan kelas selama proses belajar mengajar.



4.85. Chart of Statement 28.2

Responding the statement above, 10% or 2 respondents choose ‘**excellent**’ because the ELESP graduates are excellent in controlling the class during the learning teaching activity. Then 70% or 14 students state that ELESP graduates are **good** in managing and conducting the class, while 20% respondents (4 principals) omit that ELESP graduates are standard in controlling the class.

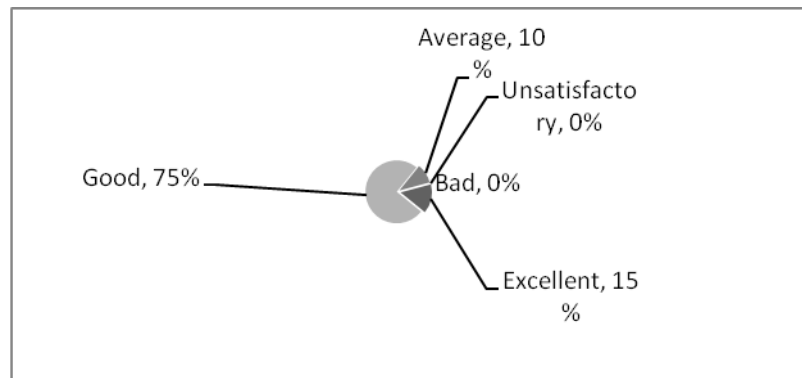
Statement 29: Lulusan PS- PBI UNJ menciptakan suasana kelas yang menyenangkan.



4.86. Chart of Statement 29.2

Then, the data shows that 10% or 2 respondents state that ELESP graduates are **excellent** in creating a happy learning environment for the students to support the learning teaching effectiveness. Then 75% or 15 respondents chose ‘**good**’ which means that ELESP graduates are good in creating a happy environment as an important thing in teaching children, while 15% or 3 respondents say that ELESP graduates have **average** ability in creating a happy learning environment.

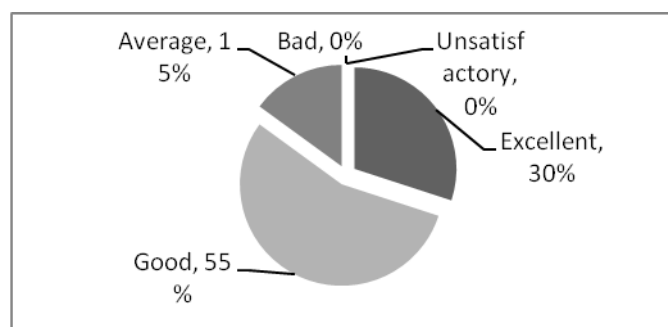
Statement 30: Lulusan PS- PBI UNJ memberikan instruksi dengan jelas.



4.87. Chart of Statement 30.2

As shown in the percentage, 15% or 3 respondents give opinion that PPL student are **excellent** in giving a clear instruction of the task and procedure in the class, additionally, 75% or 15 respondents admit that ELESP graduates are **good** in giving the instruction for the students to avoid confusion and understanding towards the task from the teacher. However, 10% or 2 respondents share that ELESP graduates are **average** in giving a clear instruction during the learning- teaching activity.

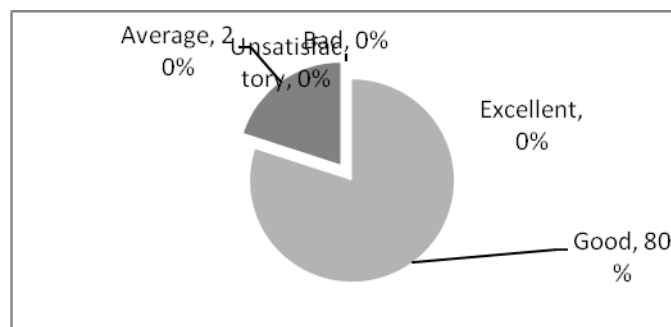
Statement 31: Lulusan PS- PBI UNJ berpartisipasi aktif dalam kegiatan sekolah.



4.88. Chart of Statement 31.2

Based on the responses given, 30% respondents (6 principals) choose **excellent**. ELESP graduates are actively participating in the schools' activity whether it is directly related to English or not. They are eager to share their ideas and helps to the activity. And 55% respondents (11 principals) agree that ELESP graduates are **good** in participating on the school activity, while 15% or 3 respondents chose **average**. ELESP graduates get involved in the school activity.

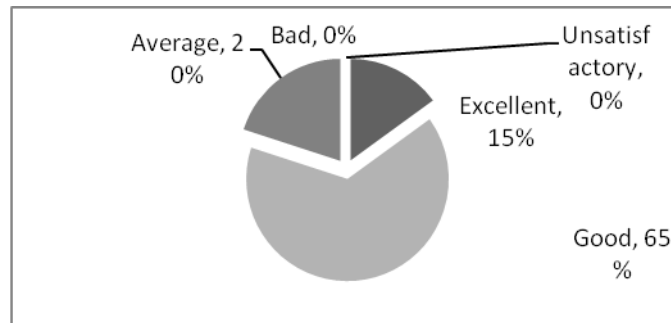
Statement 32: Lulusan PS- PBI UNJ mengintegrasikan *skills* (reading, speaking, listening, writing) dalam mengajar.



4.89. Chart of Statement 32.2

From the data obtained, 80% or 16 respondents state that ELESP graduates are **good** in integrating four skills of English in teaching the language, while 20% or 4 respondents have the same perception that ELESP graduates are **average** to the statement, which means that ELESP graduates have average skills in integrating four skills in English.

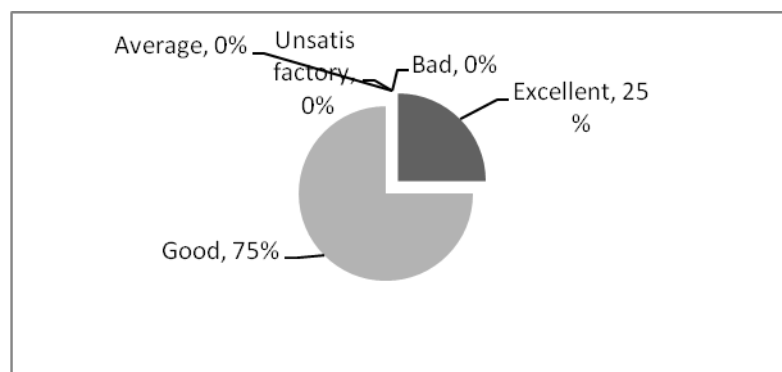
Statement 33: Lulusan PS- PBI UNJ menggunakan metode yang bervariasi dalam menyampaikan materi.



4.90. Chart of Statement 33.2

From the principals' point of view, ELESPP graduates ability in varying teaching method were **excellent** (15% or 3 respondents), **good** (65% or 13 respondents), and **average** (20% or 4 respondents). It means that ELESPP graduates are creative in varying teaching method, especially when they apply certain methods to the students based on students' learning competence, so the students have effective learning- teaching process.

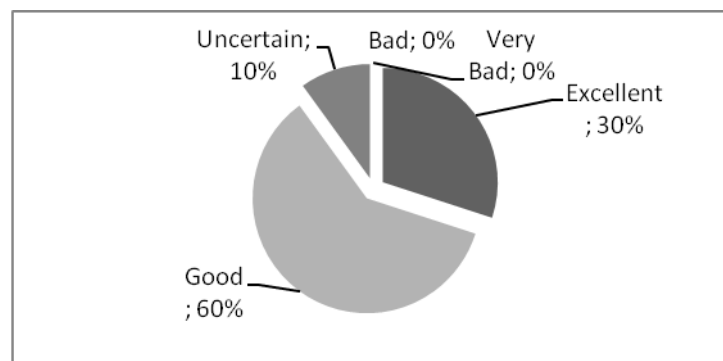
Statement 34: Lulusan PS- PBI UNJ memenuhi jadwal tatap muka.



4.91. Chart of Statement 34.2

The chart shows that 25% or 5 respondents state that ELESP graduates are **excellent** in absence schedule and 75% or 15 respondents state ELESP graduates are able to fulfill the absence schedule. It means that ELESP graduates have good discipline and responsibility toward the profession.

Statement 35: Lulusan PS- PBI UNJ mampu bekerjasama dengan guru lain.



4.91. Chart of Statement 35.2

The result showed that 65% or 13 principals state that ELESP graduates are **good** in working with group or work with other teachers which means that ELESP graduates are able to share ideas with other teachers and respect people's input, and 30% or 6 respondents state that ELESP graduates are **excellent** in working with other teachers, while 10% or 2 principals say they are on **average** of the statement.