

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the result of the study was presented to answer the research question that is “How are the English teachers at Business and Management Program of *SMK Negeri* in South Jakarta’s pedagogic, personality, professional, and social competences?”

4.1. Findings

The findings were described from the questionnaires and the interview with the English teachers, principals and students at Business and Management Program of *SMK Negeri* in South Jakarta.

4.1.1. Questionnaires

In this chapter, the findings were described from the questionnaires distributed to the English teachers, principals and students at Business and Management Program of *SMK Negeri* in South Jakarta. As stated in chapter 3 that questionnaire for English teachers and principals are similar. The questionnaires were analyzed based on 4 competences; they were pedagogic competence, personality competence, professional competence, and social competence. Only the higher score of questionnaire responds was interpreted. The tabulations of English teachers, principals and students questionnaire are available in appendix (see appendix).

4.1.1.1. Pedagogic Competence of English Teachers at Business and Management of SMK Negeri in South Jakarta

Pedagogic competence covers three main areas of ability of teachers; they are teachers' ability and skills in designing instructions, teachers' ability in implementing the instructions and teachers' ability in assessing students.

The data showed that 61.29% respondents of teachers and 50% respondents of principals answered Strongly Agree with the statement of teachers' knowledge of students that presented on statement no 1. Although the responds from English teachers are higher than the principals' responds, it can be concluded that teachers have good knowledge of students' as one of knowledge that teachers should have. The data also show that teachers have ability in designing instructions. The data showed that 61.29% of English teachers answered Strongly Agree and 60% of Principals respondents answered Strongly Agree toward statement no 2 about teachers' mastery on teaching methodology, approaches and techniques are good. In spite of the higher responds from the principals, it can be concluded that teachers have ability in designing instructions.

The data also showed that teachers have skills in teaching listening, speaking, reading and writing. The data showed that 74.19% of English teachers and 80% principals answered Strongly Agree toward statement no 3 about teachers' skills in teaching listening,

speaking, reading and writing. Thus, teachers have skills in teaching speaking, listening, reading and writing. The data also supported by the data from students' questionnaires. Students' responds are various toward teachers' skills in teaching reading, listening, speaking and writing have improve students' reading, writing, speaking and listening skills. It was presented in statement no 3, 4, 5 and 6. Students gave 69.70% responds Agree to the teachers' skills in teaching listening, 62.63% students answered Agree with the teachers' skill in teaching speaking, 62.63% students answered Agree that teachers' ability in teaching reading, 63.64% students answered Agree that teachers' ability in teaching writing. The data found that teachers' skills in teaching reading, writing, speaking and listening have improved their skills in reading, writing, speaking and listening.

Teachers' ability in designing the instructions was presented on statement no 4 to 9 on English teachers and principals questionnaires. Teachers can make good lesson plan was presented on statement no 4. The responds toward this statement are 70.97% English teachers and 80% principals answered Strongly Agree. Statement no 5 was teachers can describe the learning objective based on Standard of Competence and Basic Competence. 51.61% English teachers and 60% principals answered Strongly Agree. 51.61% English teachers answered Strongly Agree and 70% principals answered Agree toward statement no 6, teachers can make learning

indicator based on learning objective. 54.84% English teachers and 70% principals answered Agree toward statement no 7, teachers can state the learning stages based on the learning objectives. On statement no 8, teachers are able to choose and manage the learning materials based on the learning objective and students' learning experience, 51.61% of English teachers answered Strongly Agree and 60% principals answered Agree. 54.84% English teachers and 60% principals answered Agree toward statement no 9, teachers use relevant learning media and learning resources with learning objectives and students characteristics. As taken from students' questionnaire statement no 8, 61.62% respondents answered Agree which means that English teachers' teaching media is effectively used in teaching English. Statement no 9 in students' questionnaire, teachers use technology as learning media and learning resources. 53.54% respondents answered Strongly Agree toward that statement. It can be concluded that teachers can make good lesson plan since teachers can state the learning objectives based on standard of competence and basic competence. In addition, teachers can make indicators and state the learning stages based on learning objectives. Besides, teachers can choose and manage the learning materials, choose relevant learning media and learning resources.

Teachers' teaching skills were presented on statement no 10 to 14 on English teachers' and principals' questionnaires. 58.05%

English teachers and 70% principals answered Agree toward statement no 10, teachers can deliver learning materials systematically to achieve learning objectives. 51.68% English teachers and 50% principals answered Agree toward statement no 11; teachers can conduct various learning activities that encouraged students' creativity. 54.84% English teachers answered Agree and 50% principals answered Strongly Agree toward statement no 12, teachers can communicate effectively, emphatically and politely to the students. 61.29% English teachers and 70% principals answered Strongly Agree toward statement no 13, teachers can manage the class. 58.06% English teachers and 80% principals towards statement no 14, teachers encourage English usage during teaching and learning process. It can be concluded that teachers can deliver learning materials through various learning activity that encouraged students' creativity. English teachers also have good classroom management and can encourage students to use English during teaching and learning process.

Findings of English teachers' competence also supported from the questionnaire from students that are presented in statement no 10, 11, 12 and 13. Statement no 10 is English teachers are able in making various and effective learning activities. And the responds are 25.25% and 63.64% respondents answered Strongly Agree and Agree. Statement no 11, English teachers encourage students creativity and

learning activity. The responds for this statement are 36.36% and 60.61% respondents answered Strongly Agree and Agree, which means English teachers encourage students' creativity in learning activity. Statement no 13 is in each teaching and learning activity teachers used English. And the responds for this statement are 25.25% and 54.55% respondents answered Strongly Agree and Agree, 19.19% respondents answered Neither Agree. It means that teachers often use English in each teaching and learning activity.

Teachers' ability in assessing students' progress presented on statement no 15 to 17. 64.51% English teachers and 80% principals answered Agree toward statement no 15, teachers can make assessment instrument (test or non test). 58.06% English teachers and 70% principals answered Agree toward statement no 16, teachers' use the result of assessment to improve teaching quality such as in choosing materials and interesting learning activity. Teachers' reflection on improving teaching quality such as in choosing materials and interesting learning activity presented on statement no 17. 61.29% English teachers answered Agree, 40% principals answered Strongly Agree and Agree to that statement. From the students' questionnaire, teachers always gave feedback and suggestions on students' assignment. This is shown on responds on statement no 17, 48.48% respondents answered Strongly Agree and 47.47 respondents answered Agree to this statement. On statement no 18, 51.52%

respondents answered Strongly Agree which means teachers gave students remedial, if it is necessary.

From the data found, it can be concluded that English teachers have good ability in making the assessment instrument. English teacher also use the information of the assessment result to improve teaching quality of them. English teachers also do reflection to improve their teaching quality.

4.1.1.2. Personality Competence of English Teachers at Business and Management of *SMK Negeri* in South Jakarta

Personality competences cover teachers as role model, teachers' attitude as professionals which are obey the ethic code and have high work ethos. 70.97% English teachers and 60% principals answered Strongly Agree to the statement no 19, teachers have high work ethos. 67.74% English teachers and 70% principals answered Strongly Agree to the statement no 20, teachers obey teachers' ethic code. 74.19% English teachers and 80% principals answered Strongly Agree to the statement no 21, teachers act honest and discipline in fulfilling the duties. It is also supported by data from students' questionnaire, 56.57% of respondents of students' questionnaire answered Agree on teachers' punctuality that is presented in statement no 14 on students' questionnaire. It can be concluded that English teachers have shown themselves as the good role models for students.

Besides that, English teachers have shown themselves as professionals by obeying ethic code of teachers and have high work ethos.

4.1.1.3. Professional Competence of English Teachers at Business and Management of *SMK Negeri* in South Jakarta

Professional competences cover teachers' knowledge of English, teachers' skills in technology and teachers' professional development.

From the questionnaire of English teachers and principals it was found that 54.84% English teachers and 70% principals answered Agree to the statement no 24 about English teachers' English language mastery oral and written skills, receptive and productive. And 54.84% English teachers answered Strongly Agree and 60% principals answered Agree toward statement no 25 about English teachers' mastery of language aspects such as grammar, pronunciation, vocabulary, context, and culture. It is also supported by students' questionnaires on statement no 1, 61.62% respondents in students' questionnaire answered Agree and 36.36% answered Strongly Agree. It means that English teachers have mastered English as their subject matter knowledge. 29.03% English teachers and 20% principals answered Strongly Agree and 64.52% English teachers and 80% principals answered Agree toward statement no 26 about English teachers' knowledge of English for Business. It means that English

teachers have knowledge of English for Business. 45.16% English teachers and 40% principals answered Strongly Agree and 51.61% English teachers and 60% principals answered Agree toward statement no 27 about English teachers' ability in giving explanation in English. 51.61% English teachers and 60% principals answered Agree toward statement no 28, English teachers have good listening skills. 58.06% English teachers answered Strongly Agree and 50% principals answered Strongly Agree and Agree toward statement no 29, English teachers have good speaking skills. It means that English teachers have good speaking skills. 58.06% English teachers and 60% principals answered Strongly Agree toward statement no 30, English teachers have good reading skills. It means that English teachers have good reading skills. 54.84% English teachers and 60% principals answered Strongly Agree towards statement no 31, English teachers have good writing skills. It means that English teachers have good writing skills. 48.39% English teachers and 30% principals answered Strongly Agree and 51.61% English teachers and 70% principals answered Agree towards statement no 32, English teachers have good ability in information technology. It can be concluded that English teachers have good ability in information technology. 61.29% English teachers answered Strongly Agree and 50% principals answered Strongly Agree and Agree toward statement no 33, English teachers develop their competence through workshop or training. 64.51%

English teachers and 60% principals answered Agree toward statement no 34, English teachers develop their professionalism through reflective action.

From the data above, it can be concluded that English teachers have professional competence since English teachers master English language, have knowledge of English for business, and have good listening, speaking, reading and writing skills.

4.1.1.4. Social Competence of English Teachers at Business and Management of *SMK Negeri* in South Jakarta

Social competences cover teachers' ability to get along with other teachers, students and school environment.

61.29% English teachers answered Strongly Agree and 50% principals answered Strongly Agree and Agree to the statement no 22, teachers are adaptable with the works environment.

61.29% English teachers and 70% principals answered Strongly Agree to the statement no 23, teachers have good relationship with other teachers, students and school environment. It can be concluded that English teachers have good social competence since they can be adaptable with the works environment and have good relationship with other teachers, students and school environment.

4.1.2. Interview

The data gained from interview were proposed to strengthen the result of the questionnaire. The data were gained by transcribing and interpreting the interview. These are the interpretation of the interview:

4.1.2.1 Teachers' interview

Question no.1 How is the level of the students in this school?

Three respondents answered that there are three levels of English of the students that are novice, elementary and intermediate. Students' level of English is also varies. But it can be generalized students' levels of English are medium to low.

Question no.2 Does the level of the students influence the way you teach?

Three respondents answered that students' level of English influences their teaching. They paid more attention to the lower students.

Question no.3 How is the learning proportion of listening, speaking, reading, and writing?

Three respondents answered that they integrate the four skills learning (speaking, listening, reading and writing). All respondents tried to integrate the four skills learning trough the learning stages.

Question no.4 What are the teaching techniques that are often used?

Three respondents answered they used some teaching techniques that are discussions, performance, communicative approach, lecturing.

Question no.5 Where are the materials taken from?

Three respondents answered that they used some books such as grammar books, textbooks and internet.

Question no.6 What are the teaching media that are used?

Three respondents answered that they used things that are in the classrooms, realia, pictures, computer, LCD, language laboratory, and power-point presentation.

Question no.7 How is the use of English in the class?

Three respondents answered that they didn't always use English during the teaching and learning process. They used English for 50% during teaching and learning process. It is caused by the lack of students' level of English.

Question no.8 Is there any difficulty in making lesson plan or assessment instrument?

One of three respondents answered that she didn't have any problem in making lesson plan and assessment instrument. The rest respondents have a problem with the time for making the lesson plan.

Question no.9 How is the relationship between teachers, students, and principal?

Three respondents answered that they have good relationship with other teachers, students and principals.

Question no.10 Is sharing among teachers often happened?

Three respondents answered that they often shared with English teachers or other teachers about the students' ability, progress, background and teaching strategies.

Question no.11 How about IPTEK or technology mastery?

Three respondents answered that they have ability in operating the computer, language laboratory.

Question no.12 What trainings have you attended?

Three respondents answered that they have attended some trainings which held by schools and government (*Diknas*). The trainings are about English language teaching.

Question no.13 How is the school role in gaining English teachers' competences?

Three respondents answered that school have sent them to some trainings by giving free registration fee as an effort to develop their competences.

Question no.14 Did you implement what you got from training, seminar, or workshop that you attended?

Three respondents answered that they tried to implement all knowledge that they got from the trainings as far as they can.

4.1.2.2 Principals' interview

Question no 1. *Bagaimana kompetensi pedagogik guru bahasa Inggris di sekolah yang bapak/ ibu pimpin?*

Four respondents answered that the English teachers in their schools have had good pedagogic competence.

Question no 2. *Bagaimana kompetensi profesional guru bahasa Inggris di sekolah yang ibu/ bapak pimpin?*

Four respondents answered that the English teachers in their schools have had good professional competence.

Question no 3. *Bagaimana kompetensi sosial guru bahasa Inggris di sekolah yang ibu/ bapak pimpin?*

Four respondents answered that the English teachers in their schools have had good social competence because the English teachers have good relationship with other teachers, students and school environment.

Question no 4. *Bagaimana kompetensi kepribadian guru bahasa Inggris di sekolah yang ibu/ bapak pimpin?*

Four respondents answered that English teachers in their school have had good personality competence because English teachers have shown themselves as role model for students.

Question no 5. *Apakah sering diadakan supervisi terhadap kinerja guru bahasa inggris?*

Four respondents answered that English teachers in their school have been supervised. Not only the teachers have been supervised, but also the documents, their lesson plans. The supervision can be formal and non-formal. In the formal supervision, teachers have informed first about it so that they can prepare as good as they can. The formal supervision is usually held minimally once in a semester. Meanwhile, non-formal supervision is not scheduled and can be held anytime by the principal.

Question no 6. *Apakah guru menyiapkan RPP sebelum mengajar?*

Four respondents answered that English teachers have prepared lesson plan before teaching. Lesson plan was made in the beginning of the new learning period. Teachers were asked to make lesson plan for one year program.

Question no 7. *Bagaimana peran kepala sekolah dalam meningkatkan kompetensi guru?*

Four respondents answered that English teachers have been sent to some trainings as an effort of principals to develop English teachers' competence. In addition, they also conducted supervision in order to monitor and give them input and guidance.

Question no 8. *Menurut ibu/ bapak apakah guru mengimplementasikan hasil workshop atau diklat yang pernah diikuti?*

Four respondents answered that English teachers have implemented the knowledge that they get from trainings. Before the teachers implement it, they are asked to present it in front of the other teachers.

Question no 9. *Berapa nilai guru dalam uji kompetensi online kemarin?*

One of four respondents answered that English teachers' scores of competency online test were less than 7 but more than 5. Another respondent answered that the scores were less than 6. The rest respondents didn't mention the test score.

4.1.2.3 Students' interview

Question no 1. *Bagaimana cara mengajar guru bahasa inggris di sekolah kamu?*

Three respondents answered that they liked their English teachers' teaching because the learning activity was fun and the materials were easily understood.

Question no 2. *Bagaimana cara guru bahasa inggris menjelaskan materi?*

Three respondents answered that English teacher were able to make the students understand what they were learning. It means that the teachers' explanation was understandable. Besides, the English teachers also used various kinds of media, such as power point, LCD, video, and language laboratory.

Question no 3. *Apakah guru sering member tugas?*

Three respondents answered that their English teachers often gave them tasks.

Question no 4. *Apakah guru sering memberi nilai, masukan terhadap pekerjaan siswa?*

Three respondents answered that English teachers gave score, suggestion or feedback to their works.

Question no 5. *Bagaimana kepribadian guru bahasa inggris kamu?*

Three respondents answered that English teachers have good personality because English teachers are friendly and nice.

Question no 6. *Apa yang perlu diperbaiki dari cara mengajar guru bahasa inggris kamu?*

One of four respondents answered that English teacher should be more patient in handling students. The rest respondents answered that there was not any correction for the way the English teachers teach.

4.2 Discussion

4.2.1 Pedagogic Competence of English Teachers at Business and Management of SMK Negeri in South Jakarta

Pedagogic competence involves the ability in designing instructions, implementing the instructions and assessing the students' progress.

Designing instruction is important for English teachers because of its benefits. Moore states there are two benefits of planning instruction; it allows teachers to anticipate instructional needs in advance so teachers can gather the materials and organize them. And it provides a plan that directs classroom interactions (2005: 110). From the data found that English teachers made the lesson plan. As found in the interview of principals, English teachers are asked to make a year program that includes lesson plan for a year.

In designing instruction teachers should have sufficient knowledge of students. Having knowledge of students gave influence in teachers' teaching as stated in Moore (2005:18) knowing the characteristics of students allows teachers devise ways to provide adequate instruction. From the findings, it

can be concluded that English teachers at Business and Management of *SMK Negeri* in South Jakarta have sufficient knowledge of students. Thus, it influences teachers' teaching such as frequency of using English in the classroom. From the interview of teachers (see appendix), it was found that teachers often used English combining with Indonesian during teaching and learning process.

Pedagogic competence of teachers reflects on the teachers' teachings. As it showed in findings, teachers can conduct various learning activity that encourage students creativity, manage the class, communicate effectively, emphatically and politely with the students and encourage students to use English during teaching and learning activity. However, based on the interview with teachers (see appendix), during teaching learning activity, teachers often use English combining with Indonesian as the communication in the classroom. It is caused by the lack of students' level of English. The explanation of teachers would not be understood, if teachers use English all the time.

It can be concluded that English teachers at Business and Management of *SMK Negeri* in South Jakarta have pedagogic competence. Teachers have competence in designing instructions, delivering the instructions, assessing students.

4.2.2 Personality Competence of English Teachers at Business and Management of *SMK Negeri* in South Jakarta

The personality of this study includes teachers as role model, teachers' attitude as professionals which are obey the ethic code and have high work ethos.

Diaz (2006:209) states teachers are expected to reflect honesty, trust, confidentially, fairness, responsibility and respect for others in their making decision. It is found in the data from questionnaire, teachers have good attitude, obey ethic codes and have high work ethos. Besides that, data from interview of principals and students (see appendix) showed that teachers have been role models for students.

4.2.3 Professional Competence of English Teachers at Business and Management of *SMK Negeri* in South Jakarta

Based on chapter 2, professional competence covers teachers' knowledge of English, teachers' skills in technology and teachers' professional development.

As stated by Grossman (1995) in Cruickshank (2006:10) suggests that subject matter knowledge of teachers affect what and how to teach. So it is important for teachers' to master their subject. From the data found in questionnaire and Principals interview (see appendix), English teachers' subject matter knowledge is good. The data found from interview of principals that each teacher has a certificate of TOEIC with good scores.

Besides, the data are also found from *www.info-ukg.kemdikbud.go.id*. The data were the result of the online competence test through internet for vocational school (*SMK*) English teachers from all majors of *SMK* in DKI Jakarta held on 9 October 2012. The test contains test items that will be tested on UNAS (National Examination). The scores of vocational school (*SMK*) English teachers in Jakarta is about 70 to 16,25. Those score were taken from *www.info-ukg.kemdikbud.go.id* and principals interview (see appendix). However, the test had weaknesses because of the readiness of the technology and circumstances that distracted teachers' attention in doing the test such as age of teachers, noisy room, and scheduling.

Technology in teaching is used to support the teaching and learning activity. Teachers also have skills in technology. From the data found from the questionnaires and interviews, it is shown that teachers have skills in information technology. Data from interview of teachers (see appendix) showed that teachers used technology to support their teaching such as the use of power point as teaching media and language laboratory. Teachers are encouraged to have skills in technology since schools have facilitated the technology.

Attending training is needed for teachers as a way to develop professionalism. As stated by Diaz (2006:41), to stay current and energize requires that teachers participate in continuing education efforts such as district workshops and coursework. By attending workshop, teachers can get or share ideas, skills with other teachers that help them to improve their

competence as teachers. From the data found in questionnaire, teachers attended the workshop and trainings. Data from interview of teachers (see appendix) showed that teachers have attended workshop held by school and *Diknas*.

4.2.4 Social Competence of English Teachers at Business and Management of SMK Negeri in South Jakarta

Diaz (2006:39) states that teachers' interactions with the other teachers can affect the students' learning because it makes harmony in schools. Teachers also can share ideas with other teachers. Besides that, having good relationship with parents, colleagues and students also help teachers to gain information about students that will be useful in making educational strategies.

The data found in questionnaire and interview shows that teachers have good social competence. It shows that English teachers have good relationship with other teachers, students and school environment. By having good relationship English teachers can share teaching strategies and students' background with other teachers.

4.3. Limitation of the Study

Because of the limited time in collecting the data, the writer did not use another instrument that was more appropriate in trying to answer the research question.