

CHAPTER IV

RESULT AND DISCUSSION OF THE STUDY

This chapter discusses the result got from the questionnaire and interview with *guru pamong* who are the instructor of ELESP student teachers in Junior High School. The questionnaire consists of 41 statements which describe the four competences which are professional competence, pedagogical competence, personal competence, and social competence.

No	Teaching competence	Statement number
1.	Professional Competence	1-16
2.	Pedagogical Competence	17-35
3.	Personal Competence	36-37
4.	Social Competence	38-41

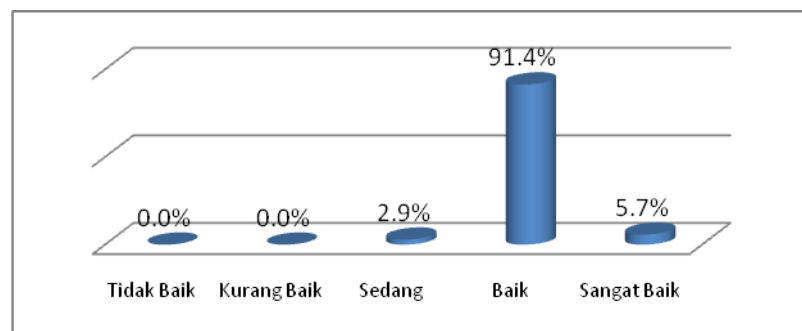
After the data have been calculated, the data was ranked into three main groups, which are Very Good, Good, and Average. The following are the interpretation of 41 statements in the questionnaire which classified based on the competence.

4.1 Result and Discussion

4.1.1 Professional Competence

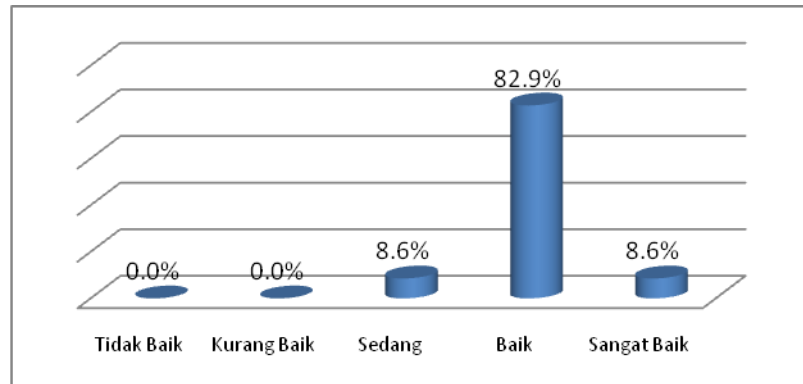
The following is the data interpretation related to the findings of ELESP student teacher professional competence that were gathered from questionnaire and interview.

Statement 1; *Pemahaman Mahasiswa tentang teks deskriptif, naratif, recount, report, anekdot dan prosedur serta langkah-langkah pengembangan teks-teks tersebut.*



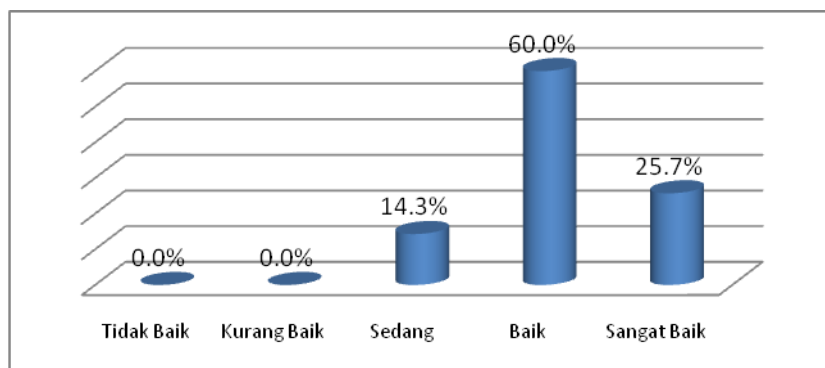
The result shows that 91.4% respondents choose Good to this statement. It means that students' understanding in texts is good. But students still have to learn in order to make the understanding about text is better. Based on the findings, ELESP student teachers have good understanding in genre based. But based on the interview, it is stated that ELESP student teachers still have to improve their grammar, vocabulary, and pronunciation. It is become a note for ELESP that the students are good in genre or text but still need improvement in grammar, vocabulary, and pronunciation.

Statement 2; *Kemampuan Mahasiswa dalam mengkonstruksi teks berbentuk deskriptif, naratif, recount, report, anekdot dan wacana interaksional.*



This statement shows that 82.9% respondents agree that students' competence in constructing the texts is good while 8.6% said that it is Average. It means that students already had good ability in constructing the text but still have to learn about constructing text.

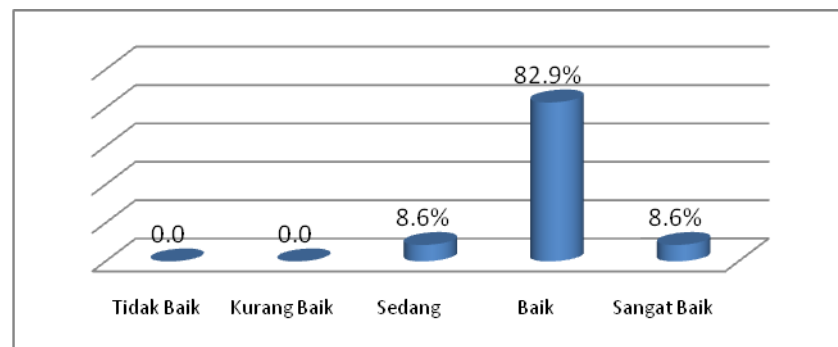
Statement 3; *Kemampuan Mahasiswa dalam memahami wacana transaksional dan interpersonal.*



60.0% respondents choose Good to this statement and 25.7% choose Very Good. It means that students already good in this criterion. Meanwhile, 14.3%

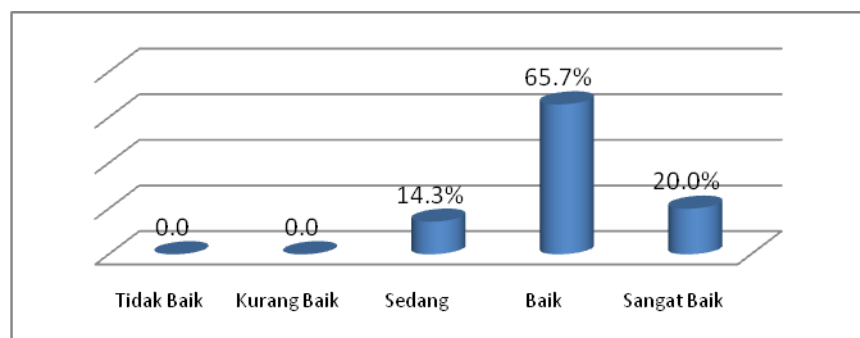
respondents choose Average. It means that, even they already good in this criterion they still have to learn about the text.

Statement 4; *Kemampuan Mahasiswa dalam memahami monolog lisan pendek yang berbentuk deskriptif, naratif, recount, report, anekdot.*



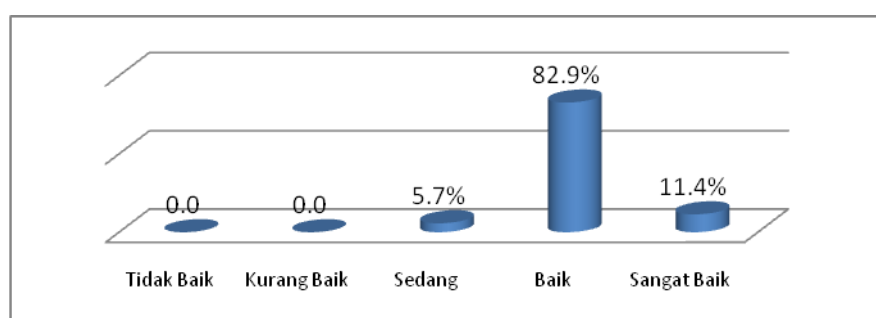
There are 82.9% respondents choose Good to this statement. It means that students understanding in short monolog is good. On the other hand, 8.6% respondents choose Average. It means that students also need to learn.

Statement 5; *Kemampuan Mahasiswa dalam melakukan tindak tutur dalam wacana interaksional dan interpersonal.*



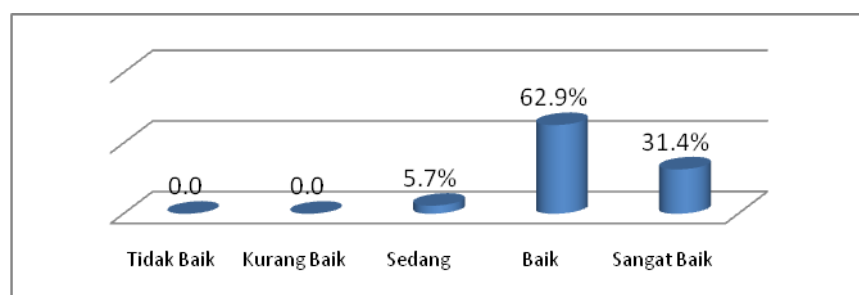
This statement shows that 65.7% agreed that students' speaking competence in interactional and interpersonal text is Good. Meanwhile, 14.3% agreed that it is Average. It means that students' speaking ability is already good but they still have to learn to improve this skill.

Statement 6; *Kemampuan Mahasiswa dalam mengungkapkan makna dalam wacana berbentuk deskriptif, naratif, recount, report, anekdot.*



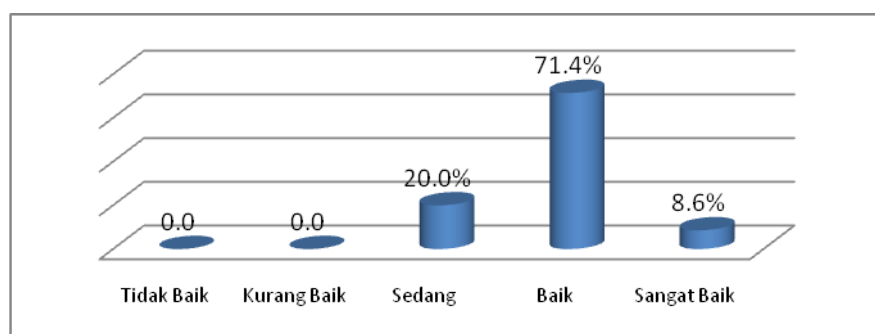
82.9% agreed that students' speaking competence in descriptive, narrative, recount, report, and anecdote is Good. Meanwhile 5.7% agreed that it is Average. It means that students have good ability in this skill but they need to learn to improve it.

Statement 7; *Kreatifitas Mahasiswa dalam mengembangkan materi pelajaran.*



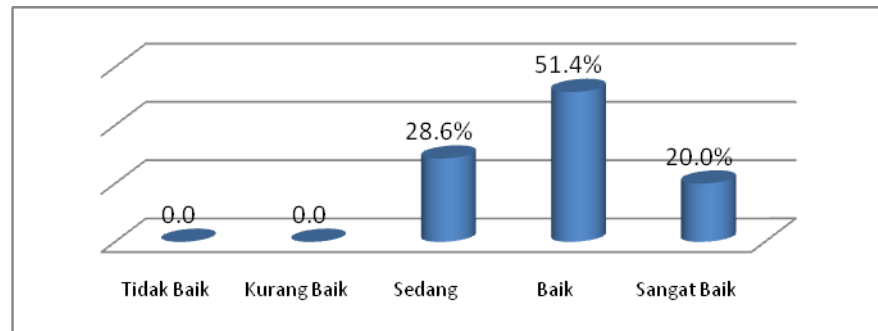
As shown in chart, it can be concluded that students are good in developing learning material because 62.9% respondents choose Good and 31.4% respondents choose Very Good. Only 5.7% agreed that students are Average in developing learning material.

Statement 8; *Kemampuan Mahasiswa dalam mengolah materi pembelajaran dengan kreatif sesuai dengan tingkat perkembangan siswa.*



This statement is agreed by 71.4% respondents that ELESP student teachers' competences in creating creative learning material that appropriate with students' development are good. But 20.0% respondents choose average to this statement. It means that ELESP student teachers are good in this criterion but still they have to practice a lot. Only 8.6% respondents choose Vey Good to this statement. Based on the interview, students are creative but they have to practice a lot. They can make learning material without rely on textbooks and find the material from internet and other sources.

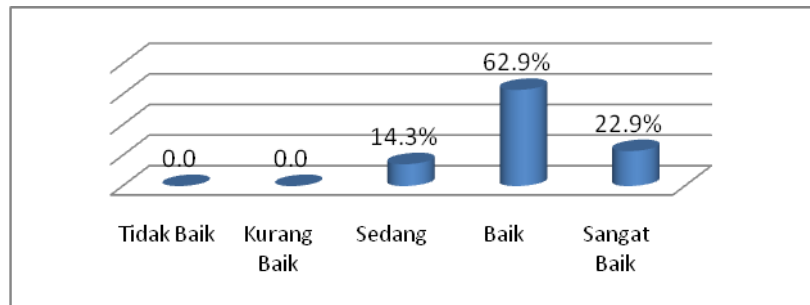
Statement 9; *Kemampuan Mahasiswa dalam melakukan refleksi terhadap kinerja mengajarnya.*



51.4% of respondents agreed that students are good in reflecting their work where 28.6% think that students' ability in this criterion is Average. It means that students are good but they have to learn about teaching reflection. Meanwhile, 20.0% respondents agreed that students are Very Good in this criterion. Reflective knowledge is the teachers' ability to reflect on and assess his or her own practice or teaching (Roberts in Richard, 2001: 210). Teachers will evaluate their teaching begin from the instructional planning, managerial techniques, in order to improve their teaching. Based on findings, respondents see students are good in reflecting their teaching.

Statement 10; Kemampuan Mahasiswa dalam mencari sumber-sumber

pengetahuan baru dalam bidang studinya untuk meningkatkan kinerjanya.



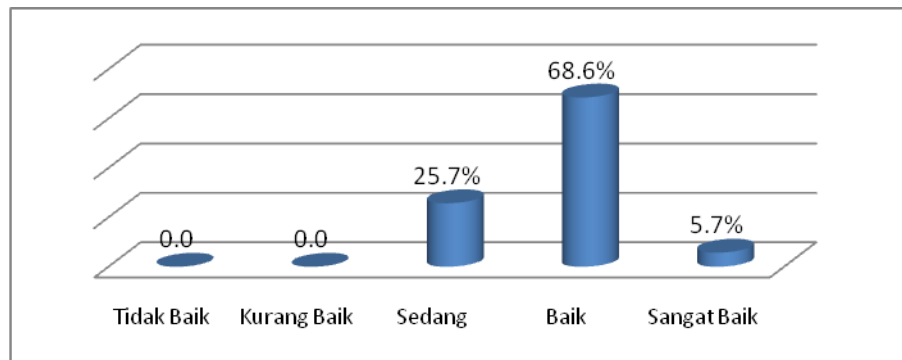
The result shows that 62.9% choose Good and 22.9% respondents choose Very Good to this statement. It means that students are good in doing teaching reflection by searching new sources for improving their work. On the other hand, 14.3% respondents choose Average to this statement. ELESP student teachers enrich their knowledge by searching new sources and also consult to their *guru pamong* about their teaching for the teaching improvement.

3.1.2 Pedagogical Competence

The following explanation is findings related to ELESP student teachers' professional competence that were gathered form questionnaire and interview.

Statement 11; *Kemampuan Mahasiswa dalam memilih dan mengorganisasikan*

materi pelajaran sesuai dengan karakteristik siswa.

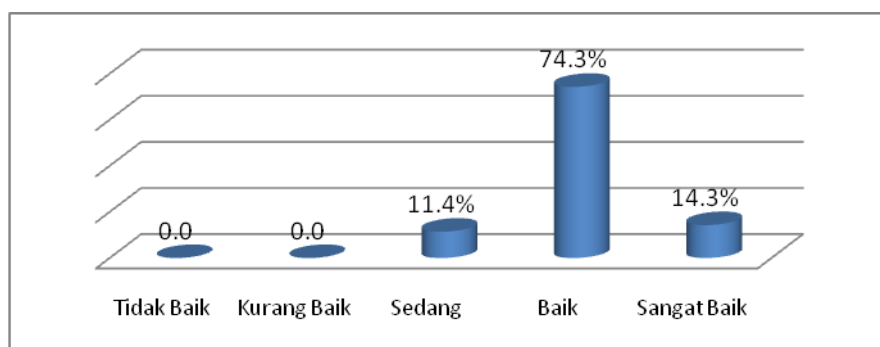


Only 5.7% respondents choose Very Good to this statement. Meanwhile 68.6% respondents choose Good, and 25.7% respondents choose Average. It shows that students' ability in this criterion is good inclining to average. It can be concluded that students are very lack in this criterion. ELESP student teachers find difficulties in understanding students' characteristic.

Every level of students has their own characteristic that will influence teacher in selecting and developing learning material. Teacher should select and develop the material that appropriate with students' characteristic so students will easy to receive the material. Based on the interview, it is stated that ELESP student teachers found difficulties in selecting and developing learning material that fit on students' characteristic because they lack understanding about students' characteristic. Actually ELESP student teachers have learned about this in *Mata*

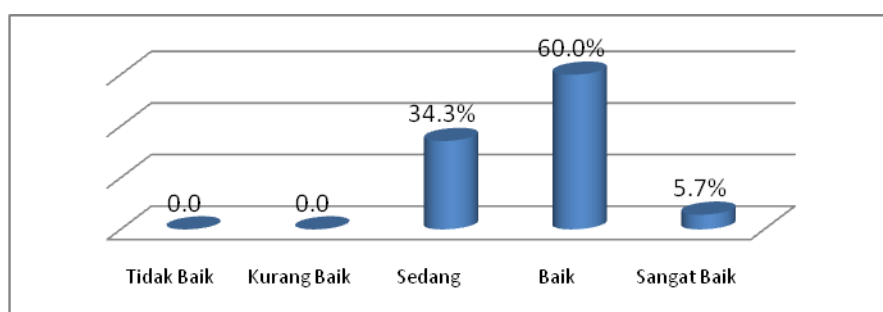
Kuliah Dasar Kependidikan which is *Psikologi Perkembangan*. But, ELESF student teachers have to learn more about students' characteristic.

Statement 12; *Kemampuan Mahasiswa dalam memberikan tugas sesuai dengan kebutuhan siswa.*



There are 74.3% respondents choose Good and 14.3% respondents choose Very Good to this statement. It means that ELESF student teachers already give the appropriate task to students based on the students' need. Meanwhile, 11.4% respondents choose Average to this statement which means that ELESF student teachers still have to learn in giving task to students that based on students' need.

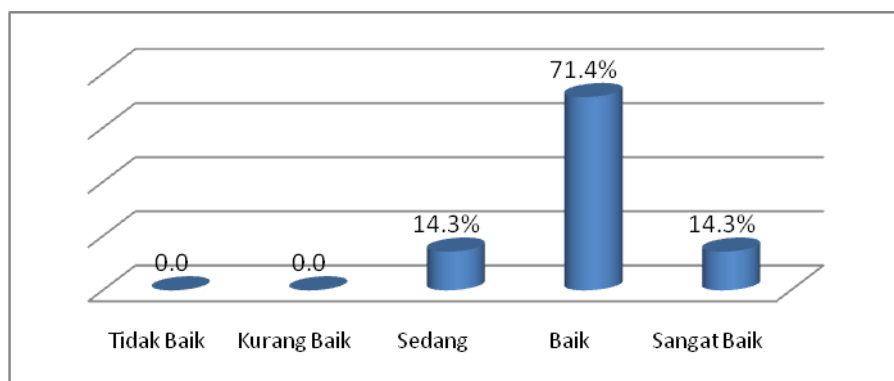
Statement 13; *Kemampuan Mahasiswa dalam menggunakan berbagai metode dalam pembelajaran.*



The chart shows only 5.7% choose Very Good to this statement. Meanwhile 60.0% respondents choose Good and 34.3% respondents choose Average to this statement. It can be concluded that students' ability in this criterion is Good inclining to Average. It means that students have not applied varied method and approach in teaching learning activity. Students have to learn and practice more to use varied method in teaching learning.

Teaching method is needed in order to achieve the objective, appropriate method will make teacher succeed in achieving the objective. According to Moore, teaching method divided into direct teaching, indirect teaching, and integrated teaching method (Moore, 2005:227). ELESF student teachers used direct teaching which is lecturing more often than indirect teaching.

Statement 14; *Kemampuan Mahasiswa dalam mengintegrasikan skills dalam mengajar.*

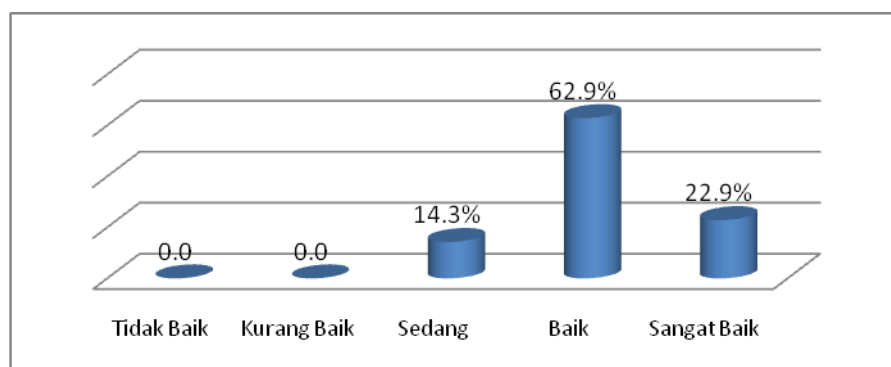


This statement is agreed by 71.4% respondents that students are Good in integrating skills in teaching. Based on the interview, students are already able to integrate the skills in teaching. On the other hand, 14.3% respondents choose Very Good and 14.3% respondents choose Average.

Integrating the skills is needed because the one skill can not be separated from other skill for example when students learn speaking they need to learn listening for modeling (Brown, 2001:234). Based on findings students are good in integrating the skills. They did not teach skills as separate skills but support each other.

Statement 15; *Kemampuan Mahasiswa dalam menjelaskan materi*

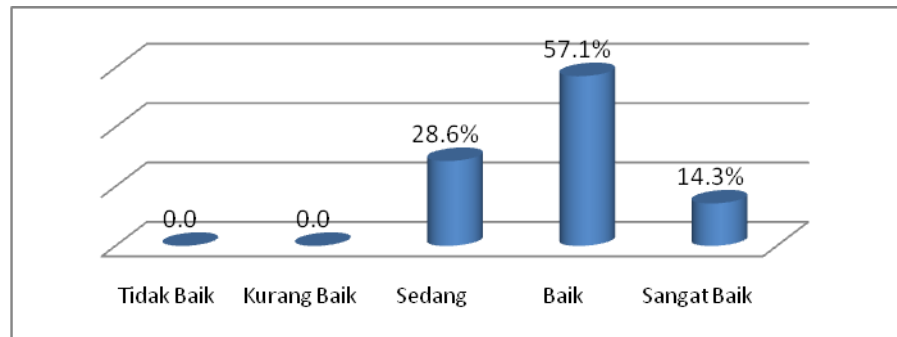
pembelajaran.



As shown in chart that 62.9% respondents agreed that students are Good and 22.9% respondents choose students are Very Good in this criterion. It means that students' skill in explaining learning material is good. But they still have obstacles in explaining the learning material, it is shown by 14.3% respondents choose Average to this statement.

Statement 16; *Kemampuan Mahasiswa dalam memvariasikan gaya mengajar*

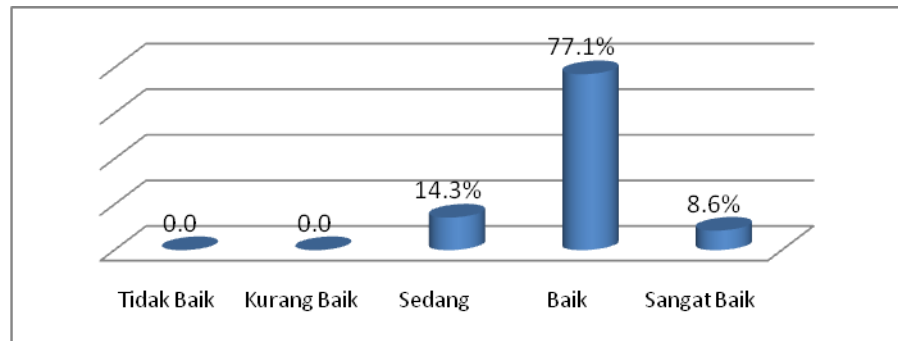
(suara, mimik, gerak, kontak pandang, posisi).



57.1% respondents agreed that students are good in this criterion and 14.3% choose Very Good to this statement. It means that students are able to varying the teaching style. But 28.6% respondents choose Average to this statement. It means that students have to practice more to varying the teaching style.

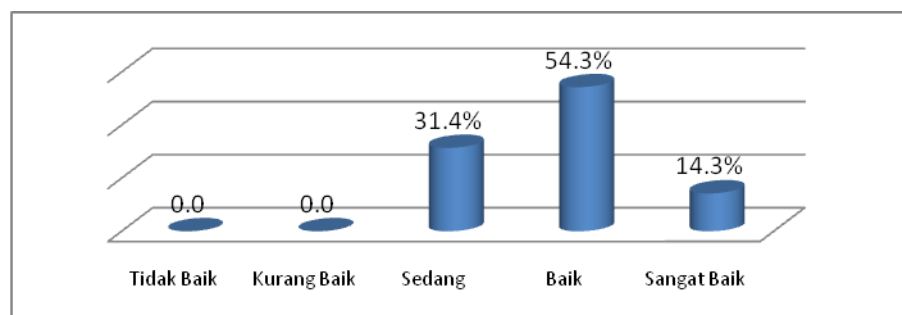
A teacher should have good voice projection. It means that the voice not have to be loud but teacher's voice need to be heard by all the students in the room (Brown, 2001:194). Teacher also has to pay attention to the movement, gesture, and eye contact to attract students' attention. ELESF student teachers are not really good in this criterion. ELESF student teachers still can not project their voice and use the body language.

Statement 17; *Keterampilan Mahasiswa dalam memberikan umpan balik (feedback) terhadap tugas-tugas yang dilakukan siswa.*



This statement is agreed by 77.1% respondents that students perform Good in giving feedback. But, there are 14.3% respondents choose Average to this statement and only 8.6% choose Very Good. It means that ELESP student teachers are good in giving feedback but have to learn and practice more to give varied and good feedback to students.

Statement 18; *Keterampilan Mahasiswa dalam memberikan pertanyaan kepada siswa.*

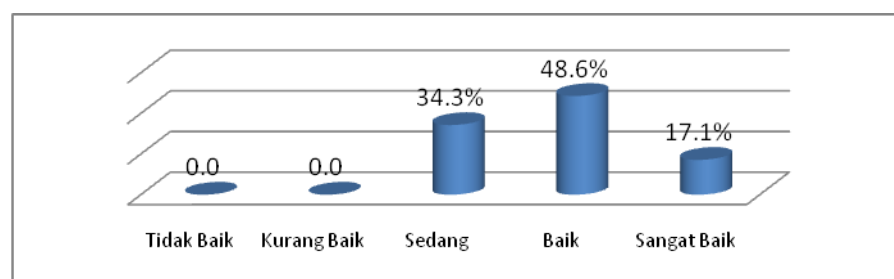


The result shows that 54.3% respondents agreed that students' skill in questioning are good. On the other hand 31.4% respondents choose Average and

only 14.3% agreed that it is Very Good. It means that students good enough in questioning, but they have to learn and practice more to varying the questions and asking questions.

ELESP student teachers used monotonous type of question and reinforcement. Good questions must be varied and well formulated. To varying and producing qualified question, ELESP student teachers should know about the level of questioning. According to Moore level of questioning divided into two convergent and divergent questions where convergent question allow for only few responses while divergent questions allow for many correct responses (Moore, 2005:239).

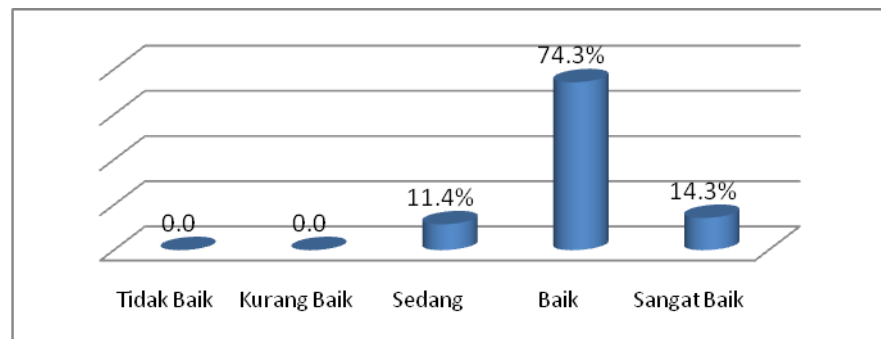
Statement 19; *Keterampilan Mahasiswa dalam memberikan penguatan (reinforcement) kepada siswa.*



The result shows that 48.6% respondents choose Good and 34.3% respondents choose Average and only 17.1% choose Very Good. It means that students' skill in giving reinforcement is good inclining to average. Students need to learn and practice a lot to varying and giving reinforcement. ELESP student teachers also found difficulties in varying the reinforcement. ELESP student

teachers use monotonous reinforcement. Reinforcement can be given orally, and also give reward to the students.

Statement 20; *Kemampuan Mahasiswa dalam merumuskan tujuan pembelajaran.*

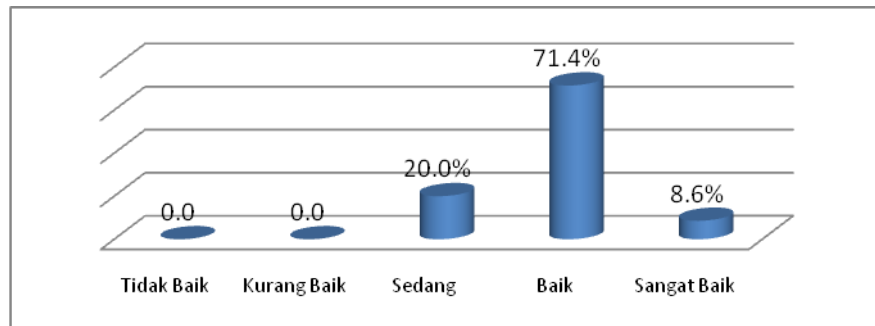


According to Moore, a good unit planning should include a topic, goals and objectives, content outline, learning activities, resources, and evaluation (Moore, 2005: 114). ELESF student teachers' lesson plan has fulfilled the component that explained above but they still find difficulties. For example, in constructing learning objective, 74.3% respondents agree that students are already good but students find some difficulties in formulating learning indicators, organizing learning material, selecting learning activity, and learning evaluation.

It is shown from the percentage of the result that respondents choosing Good but inclining to Average. Very few respondents choose Very Good to those criteria. Based on the interview, it is stated that students can not describe the learning objective from *Kompetensi Dasar*, learning indicators have not yet described the learning objective, and the learning evaluation have not yet measured and appropriate with the indicators.

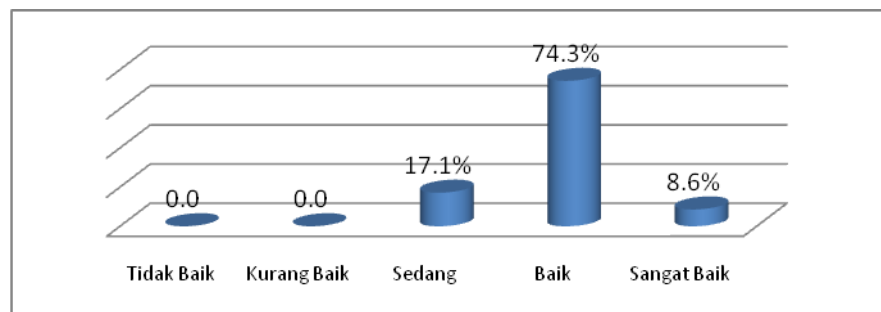
Statement 21; Kemampuan Mahasiswa dalam merumuskan indikator

pembelajaran.



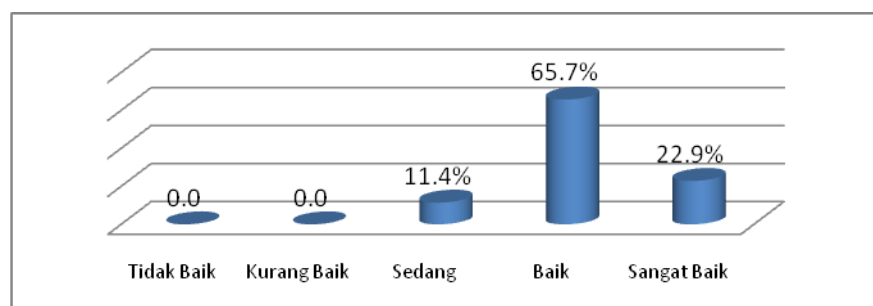
As shown in chart, there is 71.4% respondent agreed that Students' competence in constructing learning indicator is good. It means that students already have the ability in constructing learning objective but they have to learn and practice more in order to construct a good learning indicator. Based on the interview, students face problem in constructing learning indicator because learning indicator have not reached the *Kompetensi Dasar* that is expected. Meanwhile, 20.0% respondents say average to this statement. It is because students still make mistakes in constructing learning indicator and the indicator did not reach the *Kompetensi Dasar* and the learning objective. Only 8.6% agreed that students are very good in constructing learning indicator.

Statement 22; *Kemampuan Mahasiswa dalam mengorganisasikan materi pembelajaran.*



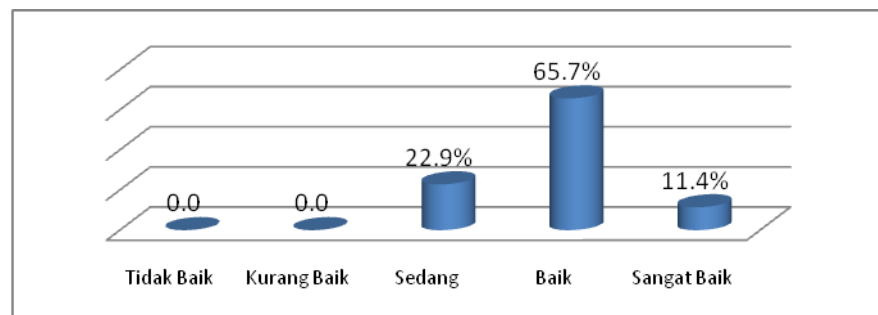
This statement is supported by 74.3% respondents choosing Good. It means that students have good ability in organizing learning material but still, they have to learn more in organizing the learning material. Meanwhile, 17.1% respondent agreed that students are Average in this ability. It means that students are lack in organizing learning material. Only 8.6% respondents agreed that it is Very Good. It can be concluded that students have to learn and practice more in organizing the learning material.

Statement 23; *Kemampuan Mahasiswa dalam memilih dan mengorganisasikan materi pelajaran sesuai dengan perkembangan IPTEKS.*



There are 65.7% respondents agree that students have good competence in choosing and organizing learning material based on *IPTEKS*. And 22.9% respondents agree that students are Very Good in this criterion. Meanwhile 11.4% respondents choose Average to this criterion. It means that students are good in choosing and organizing learning material based on *IPTEKS* but they have to practice more.

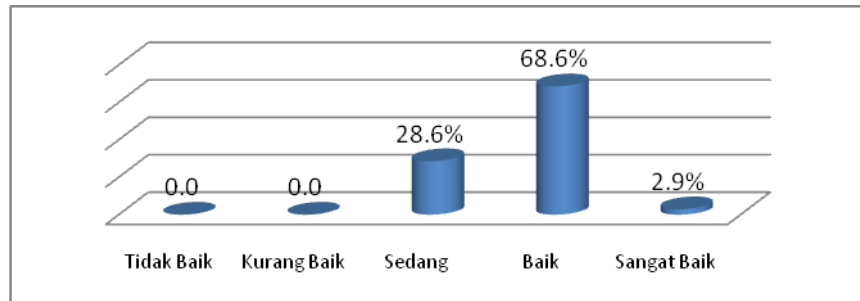
Statement 24; *Kemampuan Mahasiswa dalam memilih kegiatan pembelajaran.*



Based on the result, students are already good in choosing the learning activity (65.7% choose Good and 11.4% choose Very Good). It can be seen that Students can make learning activity varied. But students have to read more the theory about learning activity and how to make learning activity more varied.

Statement 25; *Kemampuan Mahasiswa dalam menentukan bentuk dan jenis*

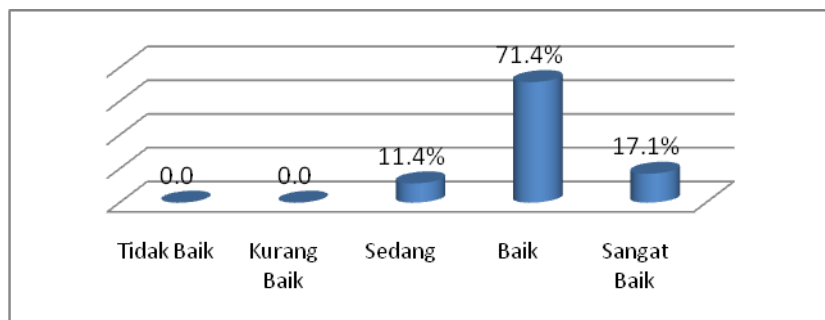
tagihan penilaian.



Only 2.9% respondents choose Very Good to this statement while 68.6% respondents choose Good, and 28.6% respondents choose Average. It shows that students' ability in this criterion is good inclining to average. Based on findings and interview, ELESP student teachers were able to design and develop the instrument in form of test such as multiple choice, essay.

Statement 26; *Kesesuaian pelaksanaan kegiatan pembelajaran dengan*

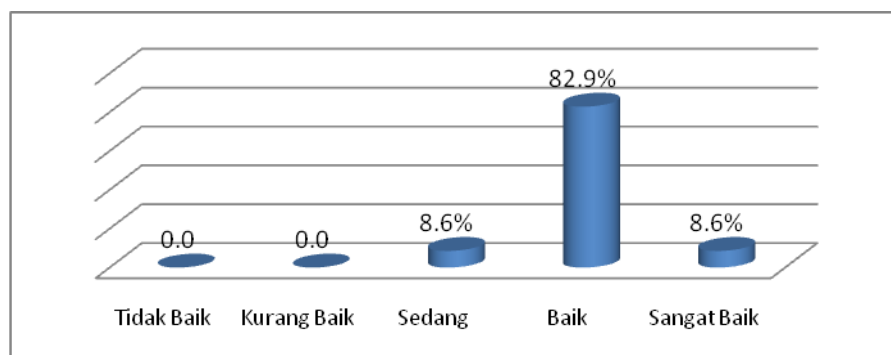
kompetensi dasar, indikator, dan materi pembelajaran yang telah disusun.



There are 71.4% respondents agreed that students in this criteria is good and 17.1% respondents choose Very Good. It means that students are good in this criterion. But 11.4% respondents say that students' ability in this criterion is Average. Based on the interview teaching learning activity sometimes is in line with the Lesson Plan. But if students find some difficulties in constructing the Lesson Plan then students also find difficulties in teaching learning activity. The teaching learning would not organize well.

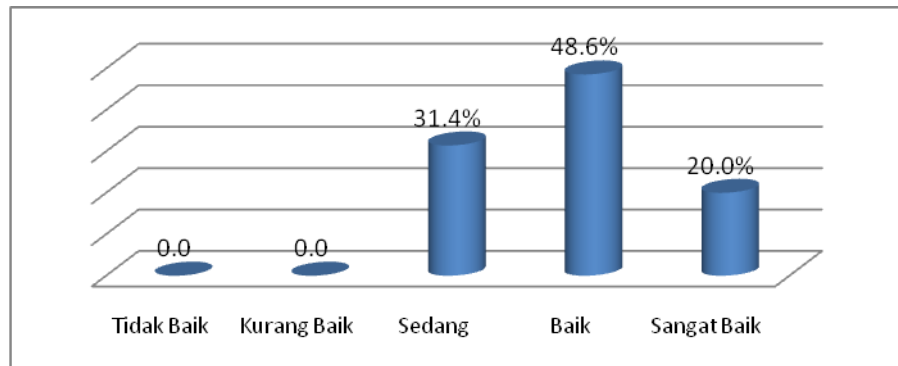
Statement 27; *Kemampuan Mahasiswa dalam melaksanakan kegiatan*

pembelajaran dalam urutan yang sistematis/saling berkaitan.



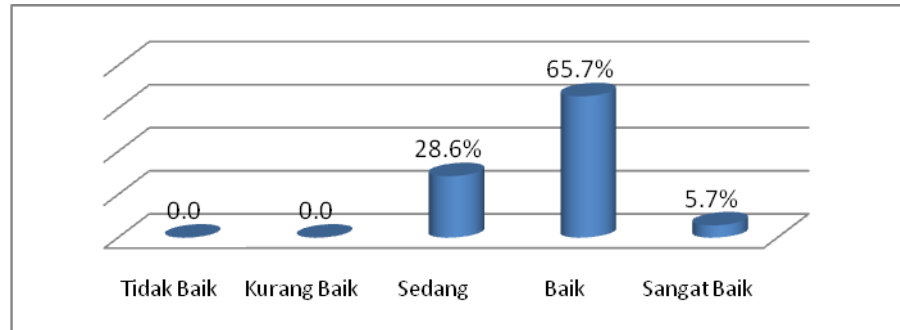
There are 82.9% respondents agreed that students are Good in performing teaching learning with systematic and coherent steps. It shows that students are already able to create systematic teaching learning process. On the other hand, 8.6% respondents agreed that students are Average in this criterion and 8.6% respondents agreed that students are Very Good in it.

Statement 28; *Kemampuan Mahasiswa dalam memvariasikan penggunaan media dan alat bantu pengajaran.*



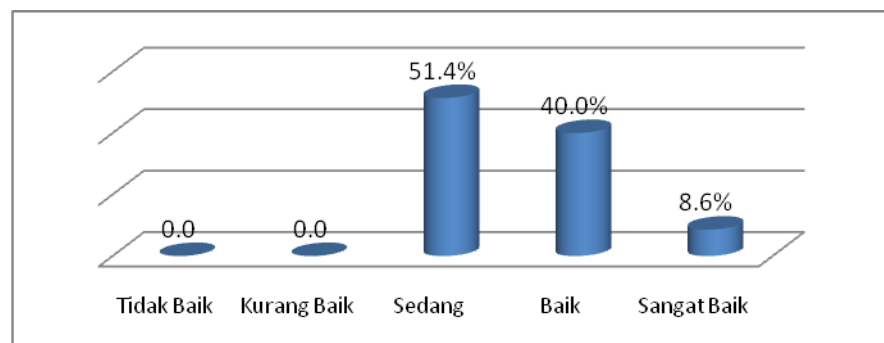
The result shows that 48.6% respondents agreed that students in this criterion are Good and 31.4% respondents choose Average to this statement. Meanwhile, 20.0% agreed students are Very Good in this criterion. It can be concluded that students are good in using varied teaching aid and media, but students still find obstacles in varying the teaching aid and media. Based on the interview, sometimes students use only one teaching media, which is LCD, or in other word students used monotonous teaching media. Teaching aid and media must be supported by School facilities and students creativity to overcome the lack of school facilities.

Statement 29; *Kemampuan Mahasiswa dalam mengembangkan kemandirian siswa dalam belajar.*



As shown in chart that only 5.7% respondents choose Very Good to this statement. On the other hand 65.7% respondents choose Good and 28.6% choose Average. It means that ELESF student teachers' ability in developing students' autonomy in learning is average. ELESF student teachers need to learn from other teacher and practice a lot to developing students' autonomy.

Statement 30; *Kemampuan Mahasiswa dalam mengembangkan cara berpikir kritis siswa.*



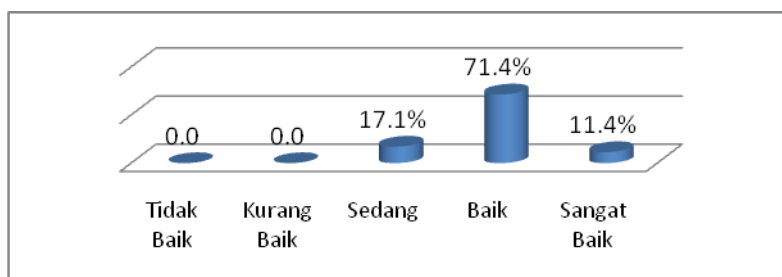
There are 51.4% respondents choose Average to this statement. It means that ELESF student teachers' ability is very lack in this criterion. ELESF student

teachers are expected not only teach subject to students but also provide students with basic skills which are critical thinking skill and self independent. Teacher must establishing thinking skills that enable students to function and to solve problem in the society and also to make students sensitive and care of others and society (Moore, 2005:312). So that teacher responsible to prepare students with good cognitive domain and also affective domain.

ELESP student teachers need to practice a lot and learn from other teacher how to develop students' critical thinking.

Statement 31; *Kemampuan Mahasiswa dalam menggunakan Bahasa Inggris*

selama tatap muka.

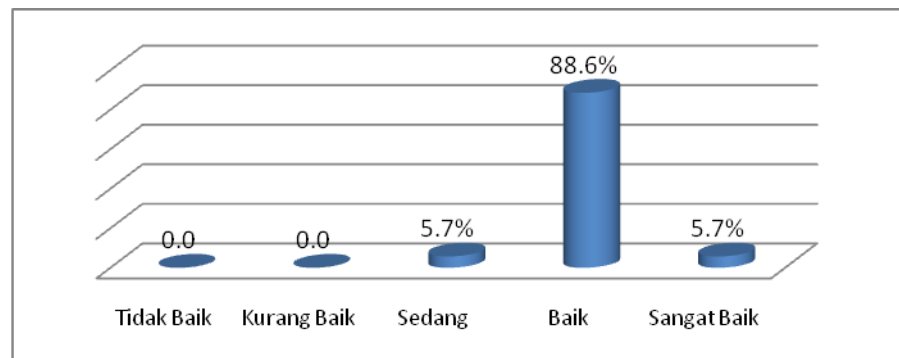


In communicating with students, ELESP student teachers are expected to communicate with students using English in the classroom. ELESP student teachers also have to encourage students to communicate in English. The purpose is to make students get used to listen and communicate in English.

This statement is agreed by 71.4% respondents that students perform well in using English during the teaching learning activity. Meanwhile, 17.1 %

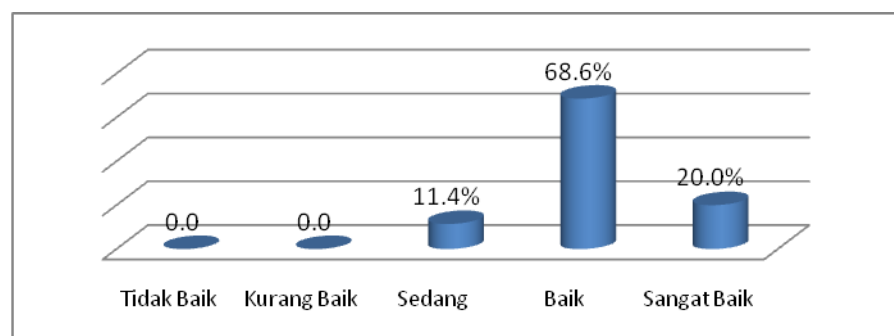
respondents choose Average to this statement. It means that students have to improve their English in teaching learning activity.

Statement 32; *Kemampuan Mahasiswa dalam mendorong siswa menggunakan Bahasa Inggris.*



This statement is supported by 88.6% respondents agree that ELESF student teachers are good in motivated students to use English during the teaching learning activity. But, only 5.7% respondents choose Very Good to this statement. It means that ELESF student teachers have to improve their ability in motivating students to use English during teaching learning activity.

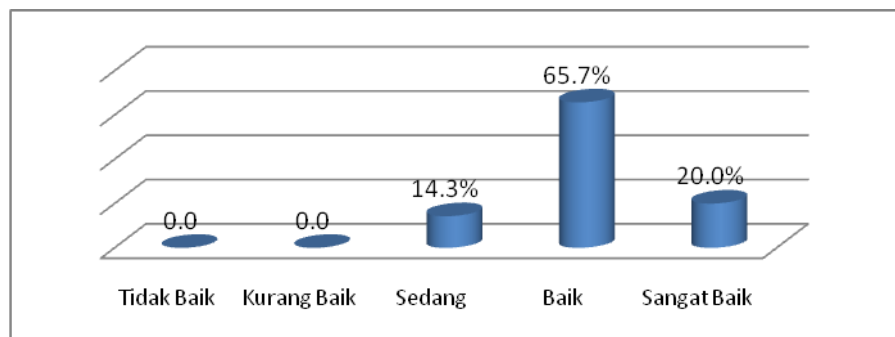
Statement 33; *Kemampuan Mahasiswa dalam memberikan motivasi belajar kepada siswa.*



Motivating students is also one of the important aspects to make students succeed in learning. ELESP student teachers are good in motivating students.

The result shows that ELESP student teachers are good in motivating students to learn (68.6% choose Good, and 20.0% choose Very Good). But, ELESP student teachers still have to learn and practice more to motivate students in learning.

Statement 34; *Kemampuan Mahasiswa dalam melibatkan siswa secara aktif dalam proses pembelajaran.*

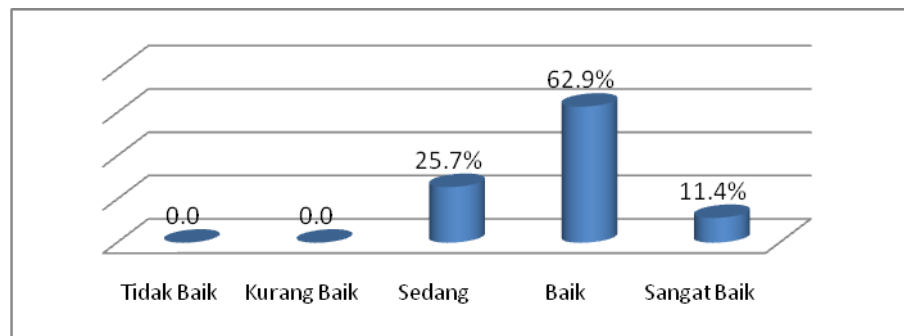


ELESP students also expected to involving students in the classroom. Teacher often do the talking in the classroom and students do the listening. Communication must be established in order to make students succeed in learning by involving students in the classroom. ELESP student teachers are good in this criterion. They can make students active in class and involve students to participate in the class

ELESP student teachers are good in making students active during the teaching learning activity. It is shown by 65.7% respondents choose Good and

20.0% respondents choose Very Good. But, ELESF student teachers have to learn more in this criterion.

Statement 35; *Kemampuan Mahasiswa dalam mengembangkan instrumen penilaian dalam bentuk tes dan non tes.*



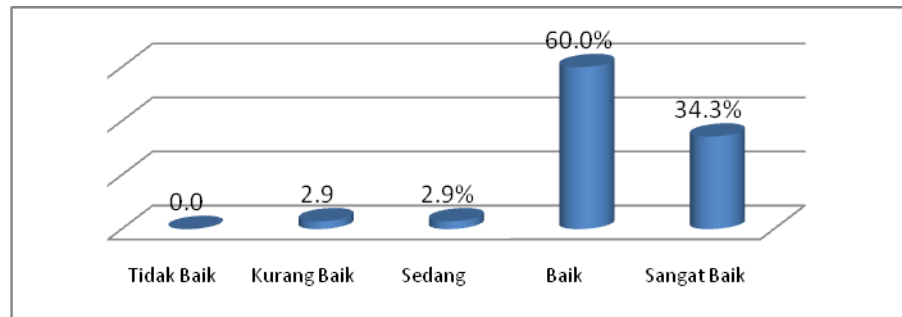
62.9% respondents choose Good to this statement but 25.7% respondents choose Average to this statement and only 11.4% choose Very Good to this statement. It means that students are good in developing test instrument but they still have to learn and practice to create and develop a good test instrument.

3.1.3 Personal Competence

Following is the data interpretation of findings of ELESF student teachers' personal competence that were gathered from questionnaire and interview with *guru pamong*. Personal competence is teachers' expected attribute or characteristics that teachers should have in order to establishing and maintaining learning environment. *Peraturan Menteri Pendidikan no 16 tahun 2007* describes personal competence as teachers' norm, responsibility, and model for students.

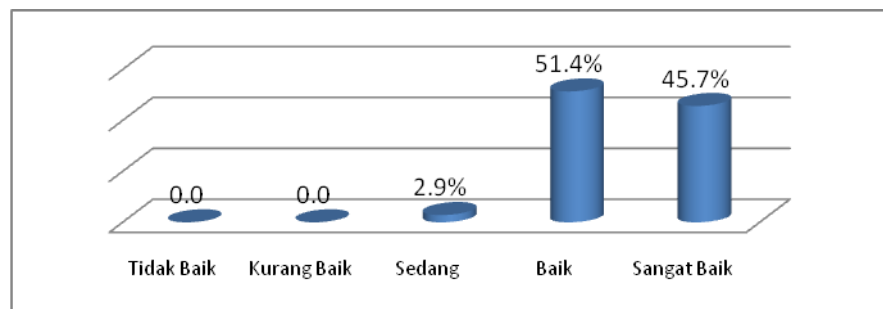
Statement 36; *Sikap Mahasiswa dalam memberikan keteladanan sebagai*

seorang pendidik.



60% respondents choose Good to this statement and 34.3% choose Very Good to this statement. It means that, ELESP student teachers have good personality as a teacher. Based on the interview, ELESP student teachers have already had personality as a teacher. They can be a model for their students.

Statement 37; *Komitmen dan tanggung jawab Mahasiswa dalam mengajar.*

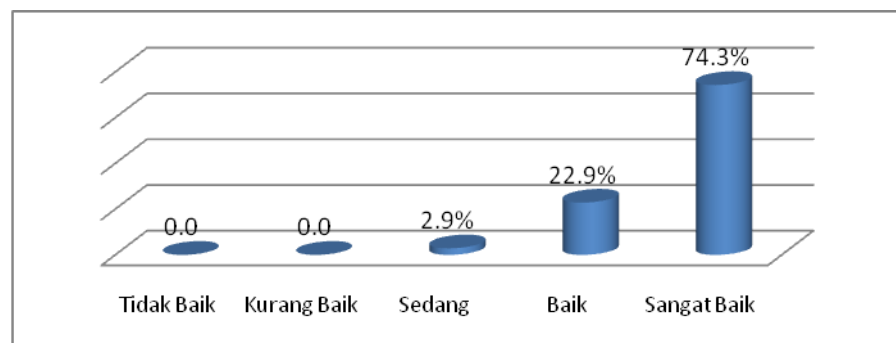


The result shows that ELESP student teachers are responsible to their work. It is shown from the chart that 51.4% choose Good and 45.7% choose Very Good. Students have already fulfilled the attendance and responsible to their work.

3.1.4 Social Competence

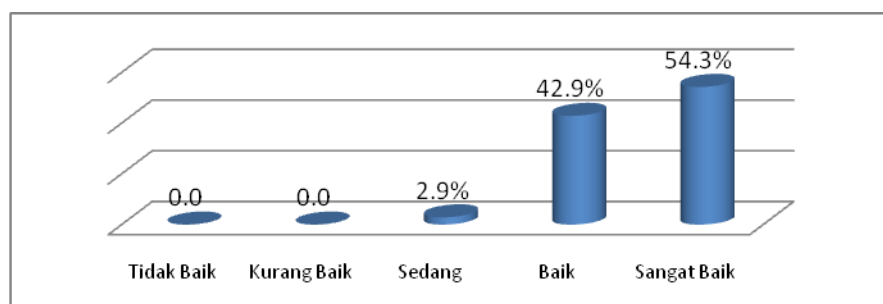
Below is the data interpretation of students' social competence which were gathered from questionnaire and interview with *guru pamong*. Roberts define social competence or contextual knowledge as teachers' familiarity with the school or institutional context, school norms, and knowledge of the learners, including cultural and other relevant information (Roberts in Richard, 2001: 210). Social competence also defines as teacher ability to socialize with other school members, parents, community, and ability to adapt in the new environment.

Statement 38; *Hubungan antara Mahasiswa dengan guru pamong.*



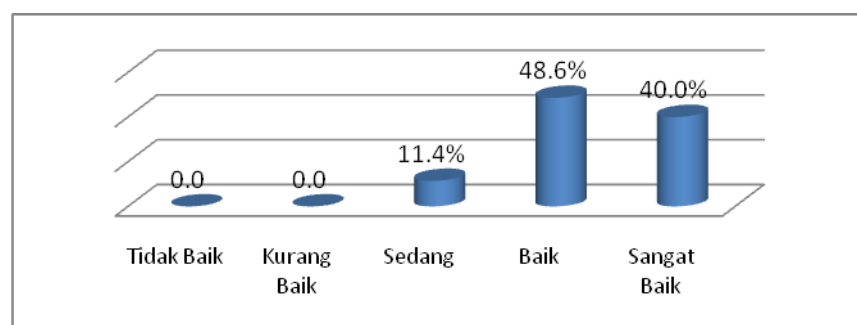
This statement is supported by 74.3% respondents that students built very good relationship with *guru pamong* such as students consulted their work, Lesson Plan with *guru pamong*.

Statement 39; *Hubungan antara Mahasiswa dengan guru lain.*



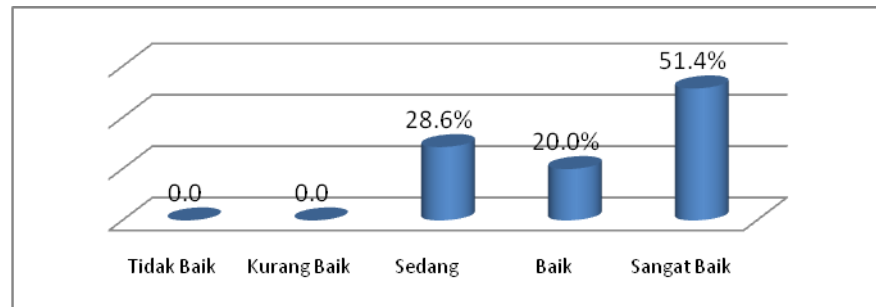
54.3% respondents agree that students have very good relationship with other teachers in school. Students can put themselves as ELESF student teachers where they need to socialize with other teacher and also sharing with other teacher about teaching learning matter.

Statement 40; *Keterlibatan Mahasiswa dalam membantu kegiatan administrasi sekolah.*



There are 48.6% respondents choose Good and 40.0% choose Very Good. It means that students not only concern with their work which is teaching but also helped school in administration. But, 11.4% respondents choose Average to this statement. It means that there are still other students who have not participated yet in helping school administration.

Statement 41; Partisipasi Mahasiswa dalam kegiatan yang diadakan sekolah.



The result shows that 51.4% respondents agree that students are participated very good in school activity or event that is conducted by school. Meanwhile, 28.6% respondents choose Average. It means that students still have to more participate in school activity.

4.2 Limitation of the Study

This study has some limitations which are:

- a. This study used questionnaire to gather the data where the truth of the data was rely on the respondents' honesty when they filled in the questionnaire.
- b. This study was conducted for ELESP student teachers year 2009/2010 who conducted Work Experience in Junior High School so the result of this study can not be generalized for ELESP student teachers who conduct Work Experience in another year and different level of students (Elementary school, Senior High School etc.)