

**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

**1. The Teachers' Pedagogic Competence**

**A. Planning Competence**

**1). Data Presentation**

**a. Data from Documentation**

The writer had identified the teachers' planning and the result was:

**Table 4.1 Document Data**

Indicator	Teacher				Mean
	R1	R2	R3	R4	
1. Teacher describes the goal or the competence of learning	1	1	1	1	$Mx = \frac{25}{4}$ $= 6.25$
2. Teacher formulates the indicators appropriate with the goal of learning	0	1	0	0	
3. Teacher is able to choose or determine the material of learning	1	1	1	1	
4. Teacher determines method, source, and media of	1	1	1	1	

learning					
5. Teacher arranges the assessment instrument	1	1	1	1	
6. Teacher allocates the time	1	1	1	1	
7. Teacher able to open and close the learning	1	1	1	1	
<b>Total</b>	6	7	6	6	

Based on the data above, English language teachers in Islamic Junior High School at Gunungpati Sub-district have good competence in making the lesson plan. It can be seen from the mean result of the document data from the identification of teachers' lesson plan was in 6.25. It showed that all English language teachers are able to arrange their lesson plan. Although they have very good scores but most of them still did not know actually how to arrange their lesson plan based on the curriculum standards. Mostly, after writing the basic competence, they did not write the indicators. Also, they did not write the goal of learning correctly.

In this case, the way the writer identifies refers to the rules of *permendiknas* no. 41 year 2007 about standard of process. It stated that arranging of lesson plan must be contains of identity of learning subject,

competency standard, basic competence, indicators of competence achievement, the goal of learning, the material of learning, time allocation, learning method, learning activity (intro, core, and closing), assessment, and learning sources.<sup>1</sup>

According to the rules, the indicators must be written using of verbs in order to be measurable and observable. The competence comprises knowledge, attitude, and skill. For example: *Students mention the expressions of introduction responsibly*

**Table 4.2 Example of Indicators**

Example	Students mention	the expressions of introduction	Responsibly
<b>Formula</b>	<b>(operational verb)</b>	<b>(material)</b>	<b>(ability+attitude)</b>

Then, for the goal of learning, teachers should write it based on the indicators. For example *students can mention the expressions of introduction well orally and written honestly and responsibly*. So, the writing of the goal of learning should contain an audience + material + degree + behavior.

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<sup>1</sup> *permendiknas* no. 41 year 2007 about standard of process.

**Table 4.3 Example of The Goal of Learning**

Students can mention	the expressions of introduction	Well orally or written	Honestly and responsibly
<b>An audience</b>	<b>material</b>	<b>degree</b>	<b>Behavior</b>

**b. Data from Questionnaire**

The writer had calculated the questionnaire result about teachers' planning and the result was:

**Table 4.4 Questionnaire Data (Planning Competence)**

Indicator	Teacher				Mean
	R1	R2	R3	R4	
1. Teacher rarely understands the principles of curriculum development.	3	4	4	4	
2. Teacher barely determines the goal of learning subject.	3	4	4	4	
3. Teacher hardly determines the appropriate learning experience to	4	4	4	4	

achieve the goal of learning subject.					$Mx = \frac{87}{4}$ $= 21.75$
4. Teacher seldom chooses material of learning subject which related with learning experience and leaning goal.	3	4	4	4	
5. Teacher organizes the learning material correctly in accordance to the chosen approach and students' characteristic.	3	3	4	4	
6. Teacher develops indicators and research instrument.	3	3	4	2	
<b>Total</b>	<b>19</b>	<b>22</b>	<b>24</b>	<b>22</b>	

Data above explained that English language teachers in Islamic Junior High School at Gunungpati Sub-district have more than enough score for their questionnaire result in their lesson planning aspects. It can be seen from the mean result was in 21.75. So according to the questionnaire result, it stated that English language teachers in Islamic Junior High School

at Gunungpati Sub-district have very good category in lesson planning aspect. Mostly, respondents answered always and often in doing 6 statements of lesson planning.

## **2). Data Analysis**

Based on the explanation above, both document and questionnaire data showed equally very good result. So, the mean score of planning competence of English language teachers in Islamic Junior High School at Gunungpati Sub-district was 14 and it was in very good category. It means that English language teachers in Islamic Junior High School at Gunungpati Sub-district were planned the learning program well. But, there was a gap both the first statement in questionnaire about teacher who understands the principles of curriculum development and the document result. Three of teachers said always have a good understanding of the principles of curriculum development and one said often. But in fact, when the writer saw the result of document data, most of them still did not write the indicators and the goal of learning correctly. In conclusion, English language teachers in Islamic Junior High School at Gunungpati Sub-district were able to arrange the lesson plan but they were still not perfect in doing it.

Mulyasa explained that being teachers should have a planning for learning theories because it can influence the implementing of learning which covered of identifying of necessary and competence and arranging of learning program.<sup>2</sup>

Teacher should make a planning about learning program which based on curriculum standards to mastery the learning theories which has an impact for their implementation in teaching and learning classroom will run well.

## **B. Implementing Competence**

### **1). Data Presentation**

#### **a. Data from Observation**

The writer had calculated the result of the observation about teachers' implementing and the result was:

**Table 4.5 Observation Data**

<b>Indicator</b>	<b>Teacher</b>				<b>Mean</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
1. Teacher understands the learners' ability	1	1	1	1	
2. Teacher understands the learners'	1	1	1	1	

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<sup>2</sup> E. Mulyasa. 2012. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: RemajaRosdakarya. Pg: 100

difficulties					$Mx = \frac{42}{4} = 10.5$
3. Teacher opens the learning	1	1	1	1	
4. Teacher shows the material of learning	1	1	1	1	
5. Teacher uses learning media and method	1	1	1	1	
6. Teacher uses technology of information and communication in learning process	1	1	0	0	
7. Teacher uses communicative language	1	1	1	1	
8. Teacher interacts with students communicatively	1	1	1	1	
9. Teacher organizes the learning process	1	1	1	1	
10. Teacher concludes and closes the learning	1	1	1	1	
11. Teacher assess students	1	1	1	1	
<b>Total</b>	<b>11</b>	<b>11</b>	<b>10</b>	<b>10</b>	



Through data above, the competence of teachers' implementing were in more than good category. It was showed through the mean result was in 10.5 and it can be seen from eleven statements of learning organizing, there was one statement that did not take by some teachers. It was teachers' using of technology of information and communication in learning process.

The result of the observation in MTs Al-Islam Sumurrejo, the teacher used internet and laptop intensively to get more supporting material.<sup>3</sup> Then, the result of observation in MTs Al-Asror showed that the teacher used Edmodo or social media exactly *facebook* group as the media of discussion both teacher and students about English.<sup>4</sup>

On the other hand, according to the data of observation in MTs Al-Hidayah and MTs Al-Islam Gunungpati, the teachers did not use technology. According to them, the main reason was nothing facilities to support them to did it and it made their learning process did not run effectively and efficiently.<sup>5</sup> In the writer opinion, they should

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<sup>3</sup> Field note in Al-Islam Sumurrejo about English language teacher's organizing in learning process on Monday, 26 September at 10.00 A.M

<sup>4</sup> Field note in MTs Al-Asror about English language teacher's organizing in learning process on Tuesday, 27 September at 08.20 AM

<sup>5</sup> Field note in MTs Al-Hidayah Sadeng and MTs Al-Islam Gunungpati

brave to find and try the other alternative to use technology. Certainly, it should be appropriated with students' condition.

Then, it was about teachers' understanding of the students, showed that four English language teachers in Islamic Junior High School in Gunungpati sub-district were understood the learners' abilities and difficulties. From the result of the observation, especially for religious aspect, the writer observed that teachers in Islamic Junior High School at Gunungpati sub-district always accompanied students when *dzuhur* praying time. They also read *tahlil* or *qur'an* after they prayed.<sup>6</sup> For intellectual aspect, the writer observed that if there were students who asked questions, all teachers responded it directly.<sup>7</sup> Although the students' questions were out of material, the teacher answered it all.

Based on the result of observation, English language teachers in Islamic Junior High School in Gunungpati sub-district organized the educational learning, started from opening, showed the material, using media and method, using technologies, communicated interactively, organized their learning process, concluded and closed the learning. All of that did by the teachers. But, not all teachers did them

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<sup>6</sup> Field note in four Islamic Junior High Schools at Gunungpati sub-district about interactive learning

<sup>7</sup> Field note in four Islamic Junior High Schools at Gunungpati sub-district about interactive learning

perfectly. As the data of observation in MTs Al-Islam Sumurrejo, the teacher did not organize the class smoothly. When the teacher asked students to present their task in front of class, he could not manage them. Students still did not know how to present it well. Then, some of them did not do a presentation because they did not do the task and there was no punishment for it. He should be more firm to face his students who did not do the homework so that they could do it next time.<sup>8</sup>

Then, as the result of observation in MTs Al-Asror showed that the teacher did not organize the learning process smoothly too. When the teacher asked students to make a group and discuss, she did not tell what time the students have and the instruction to discuss with the group. Then, the teacher did not manage her time well so that she did not have much time enough. It happened because in the first of opening she still confused to find a roll to charge her media. Then, it made her closing was too rushed. She just took some break time to ask students to finish their task and collected it. Also, she did not able to do well conclusion and closing in the class. It

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<sup>8</sup> Field note in Al-Islam Sumurrejo about English language teacher's organizing in learning process on Monday, 26 September at 10.00 A.M

seemed that her problem just in time. She should be smart to manage the lesson time.<sup>9</sup>

As the result of the observation in MTs Al-Islam Gunungpati, the teacher did not organize the learning smoothly too. Started from the teacher did not come to class punctually and the students too. Some of students did not come to class till a half hour. Then in that day observation, the teacher did not use any technology, he just used a book and lecturing method. Drs. Sokeh as an English language teacher in MTs Al-Islam Gunungpati explained that whether he used other media and method, it is not effective and efficient because their students did not understand enough the basic material so that he just waste the time to repeat her material if they used it. He should be more firm to face his students so that his students can be discipline more in the class. Also, he should more be brave to try other media and method which appropriated with students' situation and condition.<sup>10</sup>

Data in MTs Al-Hidayah showed that the teacher just gave explanation then gave questions to her students. But, she did not certain that her students understood or not. When she taught in the class, many students were permitted to go to the

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<sup>9</sup> Field note in MTs Al-Asror about English language teacher's organizing in learning process on Tuesday, 27 September at 08.20 AM

<sup>10</sup> Field note in MTs Al-Islam Gunungpati about English language teacher's organizing in learning process on Wednesday, 05 October 2016 at 10.10 PM

toilet frequently. It seemed disturbed some students' focus when they heard the explanation. She should anticipated them with all students were given some minutes to go to toilet before learning process was started.<sup>11</sup> In conclusion, besides some of teachers did not use method and media creatively, they also should evaluate their ways to organize their learning better.

Then, according to the data of observation in four Islamic Junior High Schools at Gunungpati sub-district about interactive learning. All English language teachers communicated well with their students, both the smart students and the quite smart students. It showed that teachers always invite their students become active in the class.<sup>12</sup> Data in MTs Al-Islam Sumurrejo showed that the teacher asked students to give comments and questions on their friends' presentation.<sup>13</sup>

According to the data of observation in MTs Al-Asror, the teacher invited students to communicate actively although in English and students did it. Besides that, the writer

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<sup>11</sup> Field note in MTs Al-Hidayah Sadeng about English language teacher's organizing in learning process on Tuesday, 04 October 2016 at 01.00 PM

<sup>12</sup> Field note in four Islamic Junior High Schools at Gunungpati sub-district about interactive learning

<sup>13</sup> Field note in Al-Islam Sumurrejo about English language teacher's organizing in learning process on Monday, 26 September at 10.00 A.M

observed that the teacher used some methods in her teaching, such as grouping and jigsaw. Then, Iwan added that his teacher invited students in group discussion in *facebook* actively to discuss everything about English, usually discuss some questions exercise.<sup>14</sup>

Then, data in MTs Al-Islam Gunungpati showed that the teacher always invited their students to active in his learning. The teacher asked them to answer their questions intensively. Also, the teacher often gave students some advices as interlude in the middle of learning so that it could stimulate them to interest more in English. But, many students still did not understand more in English because they often forgot the last materials and according to Drs. Sokeh as English language teacher in that MTs stated that their students still considered that English is very difficult term to learn because the term was not their mother language. Then, some of them said that English was not important term to learn. All of that reason made the teacher felt that it was not effective and efficient if he used other method and media as usual.

Data in MTs Al-Hidayah showed that the teacher also invited her students being active in learning with enticed them some points. But in real, students still be passive and did not interest. In this occasion, the teacher should able to find some

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<sup>14</sup> Field note in MTs Al-Asror about English language teacher's organizing in learning process on Tuesday, 27 September at 08.20 AM

ways to make her students want to be active in front of class such as make a group presentation or others.<sup>15</sup>

Based on the explanation above, all English Language teachers in Islamic Junior High School at Gunungpati Sub-district have efforts to carrying out the learning with interactive educational, so that becomes active, innovative, creative, effective, and fun base learning although some of them did not success in doing it sometimes. They should be creative to try another ways and strategies so that their students could interest more in learning process.

#### **b. Data from Interview**

For intellectual aspect, the writer observed that if there were students who asked questions, all teachers responded it directly. As supported statements said by Finna Firdaus as student of MTs Al-Hidayah Sadeng *“Yeah, when one of us asked Miss Diani, she would respond us directly then she would continued her explanation”*.<sup>16</sup> Farah Nisa Adibah as student of MTs Al-Asror Gunungpati,<sup>17</sup> Umi

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<sup>15</sup> Field note in MTs Al-Hidayah Sadeng about English language teacher’s organizing in learning process on Tuesday, 04 October 2016 at 01.00 PM

<sup>16</sup> Interview with Finna Firdaus, as student of MTs Al-Hidayah Sadeng .class IX year 2015/2016. Tuesday, 04 October 2016 at 08.10 AM

<sup>17</sup> Interview with Farah Nisa, as student of MTs Al-Asror.class IX year 2015/2016. Tuesday, 11 October 2016 at 11.55 AM

Hidayah as student of MTs Al-Islam Gunungpati,<sup>18</sup> and Tri Rahmasari as student of Al-Islam Sumurrejo said it too. Tri Rahma added “*Mr. Hendry would respond all students’ questions after done his explanation*”.<sup>19</sup> Syafiq, an another student of MTs Al-Asror added that his teacher would repeat her instruction and explanation which used English then translated it in Indonesian whether there was a student did not understand them.<sup>20</sup>

While, for physical aspect, the writer noted that if there were students felt sick, they might to leave the class and went to health room. In addition, according to interview data with Salwa Dewi, a student of MTs Al-Islam Gunungpati said “*When there was student felt sick, they were permitted to go to the health room directly*”.<sup>21</sup> Also, the same statement said by Fingky Kurnia as a student of MTs Al-Islam Sumurrejo.<sup>22</sup>

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<sup>18</sup> Interview with Umi, as student of MTs Al-Islam Gunungpati .class IX year 2015/2016. Tuesday, 04 October 2016 at 10.50 AM

<sup>19</sup> Interview with Tri Rahma, as student of MTs Al-Islam Sumurrejo .class IX year 2015/2016. Monday, 26 September 2016 at 11.00 AM

<sup>20</sup> Interview with Syafiq, as student of MTs Al-Asror.class IX year 2015/2016. Tuesday, 27 September 2016 at 10.00 AM

<sup>21</sup> Interview with Salwa, as student of MTs Al-Islam Gunungpati .class IX year 2015/2016. Tuesday, 04 October 2016 at 10.54 AM

<sup>22</sup> Interview with Fingky, as student of MTs Al-Islam Sumurrejo .class IX year 2015/2016. Monday, 26 September 2016 at 10.55 AM



Then, In intellectual aspect, according to Iwan Maulana as student of MTs Al-Asror Gunungpati said “*Miss Syafa would be angry whether there were students who did not listen her explanation and made such a noise in the class, sometimes they were called to meet her in the office*”.<sup>23</sup> Her friend, Eva Catur added “*Miss Syafa would ask them some questions*”.<sup>24</sup> The same statements said by Ahimatul Aulia as student of MTs Al-Islam Gunungpati.<sup>25</sup> Syafiq, another student of MTs Al-Asror stated whether there were students who could not understand the material “*Usually Miss Syafa communicated to them intensely*”.<sup>26</sup> But, in other hand statements said by Farid as student of MTs Al-Islam Gunungpati,<sup>27</sup> Aditya Putra as student of MTs Al-Islam Sumurrejo,<sup>28</sup> and Istiana Miranda as

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<sup>23</sup> Interview with Iwan Maulana, as student of MTs Al-Asror .class IX year 2015/2016. Tuesday, 11 Oktober 2016 at 11.45 AM

<sup>24</sup> Interview with Eva, as student of MTs Al-Asror .class IX year 2015/2016. Tuesday, 11 October 2016 at 11.50 AM

<sup>25</sup> Interview with Aulia, as student of MTs Al-islam Gunungpati.class IX year 2015/2016. Tuesday, 04 October 2016 at 11.00 AM

<sup>26</sup> Interview with Syafiq, as student of MTs Al-Asror.class IX year 2015/2016. Tuesday, 27 September 2016 at 10.00 AM

<sup>27</sup> Interview with Farid, as student of MTs Al-islam Gunungpati.class IX year 2015/2016. Tuesday, 04 October 2016 at 11.30 AM

<sup>28</sup> Interview with Aditya, as student of MTs Al-Islam Sumurrejo .class IX year 2015/2016. Monday, 26 September 2016 at 10.40 AM

student of MTs Al-Hidayah.<sup>29</sup> They said that their teacher treated the quite smart student as exactly the same as those smart student.

From statements above, the writer concluded that teachers able to understand the students' ability and difficulties correctly but some of them still not give special treatment for the quite smart student in understanding their material, especially in English.

Based on the result of the interview result, teachers in Islamic Junior High School at Gunungpati sub-district were less in applying various educational approaches, strategies, methods, and learning techniques creatively in the subject of learning. Gemilang Fahri as a student of MTs Al-Hidayah Sadeng explained "*She just used book, gave questions and asked students to answer it*".<sup>30</sup> The same explanation explained by Maulina Sari as student of MTs Al-Islam Gunungpati "*He just used book, never make games or grouping. We also never go to library and we did not have a laboratory*". Not only media, they also never used other strategies and methods when they taught in the class.<sup>31</sup>

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<sup>29</sup> Interview with Istiana Miranda, as student of MTs Al-Hidayah Sadeng .class IX year 2015/2016. Tuesday, 04 October 2016 at 08.20 AM

<sup>30</sup> Interview with Gemilang Fahri, as student of MTs Al-Hidayah Sadeng .class IX year 2015/2016. Tuesday, 04 October 2016 at 08.05 AM

Gemilang added *“it was very boring the way she taught did not creative”*.<sup>32</sup>

From other view point, Aditya Putra as student of MTs Al-Islam Sumurrejo and Asyfi Hammy as student of MTs Al-Asror stated that their teachers used laptop and screen more than books. Asyfi’s friend, Iwan Maulana added *“She used laptop, proyector, sometimes used book. We discussed in group discussion in Facebook actively, sometimes discussed such as Questions-answers. Students felt fun when used it because other teacher did not used it”*.

Then according to interview data with students about teachers’ communication, Dewi Anisa as student in that MTs explained *“the way Mr. Sokeh taught made she felt easy to understand the material”*.<sup>33</sup> Fingky, another student in that MTs added *“Mr. Hendry was so fun when he taught because he often interlude his explanation with fun joke”*.<sup>34</sup> But, according to Fahrul, another student of MTs Al-Islam

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<sup>31</sup> Interview with Maulina, as student of MTs Al-islam Gunungpati.class IX year 2015/2016. Tuesday, 04 October 2016 at 11.15 AM

<sup>32</sup> Interview with Gemilang Fahri, as student of MTs Al-Hidayah Sadeng .class IX year 2015/2016. Tuesday, 04 October 2016 at 08.05 AM

<sup>33</sup> Interview with Dewi Annisa, as student of MTs Al-Islam Gunungpati .class IX year 2015/2016. Tuesday, 04 October 2016 at 10.52 AM

<sup>34</sup> Interview with Fingky, as student of MTs Al-Islam Sumurrejo .class IX year 2015/2016. Monday, 26 September 2016 at 10.55 AM

Sumurrejo said *“He was so fun. The learning sometimes went to the class and to the laboratory. He used laptop and screen. When we were in laboratory, we sang often. But, we did not play a game”*,<sup>35</sup> he was seemed quite disappointed because his teacher did not ever play a game.

Farah, a student in MTs Al-Asror explained *“I agreed when she used English in her explanation and instruction, in my opinion it made students practice more in speaking English so that they became habitual”*. Another student, Iwan added *“In my opinion, firstly, she should used Indonesian then in English”*. The writer concluded that sometimes when the teacher explained in English, there were some students did not understand. But, in observation result, the teacher always translated her English explanation in Indonesian when got her students did not understand.

### **c. Data from Questionnaire**

The writer had calculated the questionnaire result about teachers’ implementing, and the result was:

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<sup>35</sup> Interview with Ahmad Fahrul, as student of MTs Al-Islam Sumurrejo .class IX year 2015/2016. Monday, 26 September 2016 at 10.42 AM

**Table 4.6 Questionnaire Data  
(Implementing Competence)**

Indicator	Teacher				Mean
	1	2	3	4	
1. Teacher masteries the students' character from physical aspect, intellectual, social-emotional, moral, spiritual, and social-culture background.	4	4	4	3	
2. Teacher identifies students' characteristic in the subject of learning.	4	4	4	4	
3. Teacher identifies the beginning of students' background knowledge in the subject of learning.	4	4	3	4	
4. Teacher identifies the students' difficulties in the subject of learning.	4	4	3	4	

5. Teacher understands of learning theories and the principal of educational learning which related with the subject of learning.	4	4	3	3
6. Teacher applies various educational approaches, strategies, methods, and learning techniques creatively in the subject of learning.	4	3	4	4
7. Teacher understands the principles of educational lesson plan.	3	4	3	3
8. Teacher develops the components of lesson plan.	3	4	4	2
9. Teacher arranges the complete of lesson plan in indoors, laboratory, or outdoors.	3	3	4	4
10. Teacher never applies	4	4	3	4

the educational learning in the class, laboratory, outdoors which noticed the required of safety standard.					
11. Teacher never uses the relevant of learning media and source with students' characteristic and the subject of learning to achieve the goal of learning comprehensively.	4	4	3	3	$M_x = \frac{213}{4} = 53.25$
12. Teacher hardly takes the transactional decision in the subject of learning which related with the development situation.	4	4	3	3	
13. Teacher barely takes the technology of information and communication in the subject of learning.	4	4	3	3	

14. Teacher understands various strategies of effective, emphatic, and polite communication, orally, written, on the other forms.	3	3	4	3	
15. Teacher communicates with the other students effectively, empathetically, and polite with a distinct language in the educational interaction of activities or games that are formed cyclically: (a) Preparation of students' psychological condition to take the part of game through persuasions and examples, (b) invite the students to take the part of game,	3	4	4	4	



(c) students' response to the teacher's invitation, and (d) teacher reaction to students' response, and so on.					
<b>Total</b>	<b>53</b>	<b>57</b>	<b>52</b>	<b>51</b>	

Table above showed that English language teachers in Islamic Junior High School at Gunungpati Sub-district have very good category in organizing their learning in the class. It proved with the mean result of the questionnaire data was in 53.25.

## 2). Data Analysis

Results above concluded that mean score of implementing competence of English language teachers in Islamic Junior High School at Gunungpati Sub-district was in 32, it means that they were in very good category. Although, all of them had been doing the mostly of indicators of learning organizing but they still need to evaluate and improve it intensively. There was a gap especially in providing various strategies, methods, and media in order to make students feel more interest in learning English and in managing their learning process in the class. There were two teachers stated in questionnaire result that they always and often used

technologies of communication and information in their learning. But, in that observation day, teachers did not use any technologies media such as laptop, proyector, and so on. It supported with students' interview result which stated that their teachers never use any technologies in teaching learning process in order to make it run well and timely.

Teachers also should be more interactive with their students. Because in reality, the meaning of learning is an interaction process both students and the environment so that, it can change the students' behavior and build the students' competence building to be better.<sup>36</sup>

### C. Assessing and Evaluating Competence

#### 1). Data Presentation

##### a. Data from Questionnaire

The writer had calculated the questionnaire result about teachers' assessing and evaluating, and the result was:

**Table 4.7 Questionnaire Data  
(Assessing and Evaluating Competence)**

Indicator	Teacher				Mean
	1	2	3	4	
1. Teacher provides various learning activities to	4	3	2	4	

support students to get achievement optimally.				
2. Teacher provides various learning activities to actualize the potential of students include of their creativity.	3	3	2	4
3. Teacher understands the principles of assessment, evaluation process, and learning result in accordance to the subject of learning.	3	4	4	4
4. Teacher determines the process principles, evaluation process and the learning result is important to be assessed and evaluated in accordance with the characteristics of learning subject.	3	3	4	4

5. Teacher never determines the assessment procedure, evaluation process, and Learning result.	4	3	4	4	
6. Teacher barely develops the assessment instrument, evaluation process, and learning result.	3	3	3	3	
7. Teacher rarely administers the result of assessment process and learning continuously with using various instruments.	4	4	4	4	
8. Teacher hardly analyzes the result of assessment process and learning to achieve the various goals.	4	2	3	4	
9. Teacher seldom does the evaluation process and learning result.	4	3	4	4	$M_x = \frac{226}{4} = 56.5$

10. Teacher uses the result and evaluation of learning to determine the completeness of learning.	3	3	4	4	
11. Teacher uses information of the result of assessment and evaluation to plan remedials.	3	3	4	4	
12. Teacher communicates the result of assessment and evaluation to the master of learning.	3	4	4	4	
13. Teacher uses the result and evaluation of learning for learning to improve the learning quality.	3	4	4	4	
14. Teacher does a reflection after the learning.	3	3	4	4	
15. Teacher uses the result of reflection to evaluate and improve the learning subject.	3	3	4	4	

16. Teacher does a classroom action research to improve the quality of learning in the learning subject.	3	3	4	1	
<b>Total</b>	<b>57</b>	<b>51</b>	<b>58</b>	<b>60</b>	

Data above explained that the mean result of teachers' evaluating and assessing was in 56.5 so that English language teachers' evaluating and assessing in Islamic Junior High School at Gunungpati Sub-district was in good category. There were 16 statements about teachers' evaluating and assessing and the teachers got more than fifty of it. Based on it, teachers were understand and able to evaluate and assess the students' result.

#### **b. Data from Interview**

Mulyasa stated that there are some ways to actualize the students' potential. There were extracurricular activities, remedial, and guidance counseling.<sup>37</sup> According to students about teachers' assessing and evaluating in providing some activities to develop students' potential, Farid as student of MTs Al-Islam Gunungpati about extracurricular activities said

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<sup>37</sup> E. Mulyasa. 2012. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya. Pg. 115

“there were sports club and scouts and the coaches were my teachers too”.<sup>38</sup> The same statements revealed by Fahrul as student of MTs Al-Islam Sumurrejo,<sup>39</sup> Eva as student of Al-Asror,<sup>40</sup> and Viona as student of MTs Al-Hidayah<sup>41</sup> said that in their schools provided many extracurricular and they might to choose one or more of them appropriated with their interests. They said that all coaches in the extracurricular were their teachers although any other coaches who helped them.

According to the data of the observation, one of school that have most of extracurricular was MTs Al-Asror have more than five extra such as scouts, Arabic speech club, *rebana*, sports club, *paskibra*, and many so on.<sup>42</sup> According to the documentation data, it seemed because the students of MTs Al-Asror reached 631 students so that it made the teachers should accommodate many students’ interest. Then, the second position was MTs Al-Islam Sumurrejo although

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<sup>38</sup> Interview with Farid, as student of MTs Al-islamGunungpati.class IX year 2015/2016. Tuesday, 04 October 2016 at 11.30 AM

<sup>39</sup> Interview with Aditya, as student of MTs Al-Islam Sumurrejo .class IX year 2015/2016. Monday, 26 September 2016 at 10.45 AM

<sup>40</sup> Interview with Eva, as student of MTs Al-Asror .class IX year 2015/2016. Tuesday, 11 October 2016 at 11.50 AM

<sup>41</sup> Interview with VionaHayu, as student of MTs Al-HidayahSadeng .class IX year 2015/2016. Tuesday, 04 October 2016 at 08.205AM

<sup>42</sup> Interview with Syafiq, as student of MTs Al-Asror.class IX year 2015/2016. Tuesday, 27 September 2016 at 10.00 AM

the amount of student was 119 less than others. It seemed did not make this school provided less extracurricular too. There were scouts, English club, *paskibra*, *qira'ah*, sports club and so on.<sup>43</sup> Then, for MTs Al-Hidayah which have 225 students but it just had no more than five extra because it seemed they just focused on the talent of major students in the MTs, there were volleyball club and tahlil and qira'ah club, scouts, and *pencaksilat*.<sup>44</sup> The last was MTs Al-Islam Gunungpati which just have 58 students, it seemed made this school just provided few extras. There were only sports club, dance club, and scouts.<sup>45</sup> In conclusion, all Islamic Junior High Schools in Gunungpati Sub-district provided many extracurricular for their students in order to actualize their potential.

According to Mulyasa, teachers can do the class assessment, test of basic ability, final assessment, benchmarking and assessment program to find out the change of students' behavior and competence building.<sup>46</sup> The writer

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<sup>43</sup> Interview with Fingky, as student of MTs Al-Islam Sumurrejo .class IX year 2015/2016. Monday, 26 September 2016 at 10.55 AM

<sup>44</sup> Interview with Gemilang Fahri, as student of MTs Al-Hidayah Sadeng .class IX year 2015/2016. Tuesday, 04 October 2016 at 08.05 AM

<sup>45</sup> Interview with Salwa Dewi, as student of MTs Al-Islam Gunungpati .class IX year 2015/2016. Tuesday, 04 October 2016 at 10.54 AM

<sup>46</sup> E. Mulyasa. 2012. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya. Pg. 113



interviewed the teachers about their evaluating of the results of learning appropriate with the required standards and procedures. It explained that all teachers did the evaluation. According to Nur Syafa'ah, M.Pd as English language teacher in MTs Al-Asror explained that usually she used such as daily test, spoken test, reading and writing in each 2 or 3 meeting, project in each semester, then she had sudden quiz for review the material and many so on depended on the material and the basic competence. Also, she said that the students' attitude was being the main consideration to review the score. She added that if there were students who had good score but he had bad attitude so that the score would be considerate again. She added that there was remedial for students who failed to reach the standard so that in the final semester, all students' score reached the standard. Then, all students' result would be administered by teachers to curriculum division then continued to the homeroom teachers and consulted to the students' parent.<sup>47</sup>

The same statement also said by Hendri Kristiyanto, M.Hum as English language teacher in MTs Al-Islam Sumurrejo that he usually used daily test, practices, presentation, and four skills- test such as reading, writing,

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<sup>47</sup> Interview with Nur Syafa'ah, M.Pd an English language teacher of MTs Al-Islam Asror. Tuesday, 27 September 2016 at 10.20 AM

listening, and spoken-test, students' active in the class too. Also, he provided remedial test if there were students who failed in the first test. Then, in the final semester, the students' result and the teachers' report would be administered to the headmaster directly.<sup>48</sup>

Then, Drs. Sokeh as an English language teacher in MTs Al-Islam Gunungpati explained that he usually used daily test for four skill test such as written, reading, listening, and spoken-test. Also, there were remedial for students' who failed to reach the standard of the score. Then, it would be administered to the classroom teachers and consulted to students' parent.<sup>49</sup>

According to Diani Nurul Nurhidayah, S.Pd stated that she assessed the students from four aspects in English. There were written, reading, listening, and spoken test. She added that there were remedial too if there were students who did not reached the score. And for the result of students' assessment would be administered to curriculum division and continued to the homeroom teachers and confirmed to the

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<sup>48</sup> Interview with Hendri Kristiyanto, M.Hum an English language teacher of MTs Al-Islam Sumurrejo. Tuesday, 29 September 2016 at 01.26 PM

<sup>49</sup> Interview with Drs. Sokeh an English language teacher of MTs Al-Islam Gunungpati . Tuesday, 11 Oktober 2016 at 11.54 AM

students' parent.<sup>50</sup> According to the statements above that all English language teachers in Islamic Junior High School at Gunungpati sub-district were evaluating the results of learning appropriate with the required standards and procedures correctly.

Nur Syafa'ah, M.Pd as English language teacher in MTs Al-Asror explained that she had such a private journal to note all activities in the learning then it was used to evaluate her whether there were some problems in her way she taught such as unrelated learning method with students' condition.

The same statement also stated by Hendri Kristiyanto, S.S., M. Hum an English language teacher in MTs Al-Islam Sumurrejo, Drs. Sokeh as English language teacher in MTs Al-Islam Gunungpati, and Diani Nurul, S.Pd as English language teacher in MTs Al-Hidayah that they had private journal as their evaluation input. They added that they had two journals, there were their private journal and journal from their school. Journal from schools would be given to curriculum division as teachers' requirements in final semester. From statements above showed that all teachers did

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<sup>50</sup> Interview with Diani Nurul Nurhidayah, S.Pd, an English language teacher of MTs Al-Hidayah. Thursday, 13 Oktober 2016 at 12.10 PM

evaluation from their learning before which noted in their journal to make better in the next learning.

According to the data of documentation, all teachers have a reflection and evaluation in their closing of learning because it was written in their lesson plan. Then, in observation result some of them success to do it smoothly. Such as in MTs Al-Islam Sumurrejo, Mr. Hendry gave evaluation for his students about the students' presentation in the end of learning. Also, in MTs Al-Islam Gunungpati and in MTs Al-Hidayah, Mr. Sokeh and Miss Diani gave reflection and evaluation in the closing about that day's lesson. In other hand, in MTs Al-Asror, Mrs. Syafa did not have time to do an evaluation it was time to students for a break. From statements above, it conclude that there were some teachers who did not close the learning smoothly. They did it in rush because they did not manage their learning process well. Finally, they have no time to do evaluation or reflection for their students.

### **3). Data Analysis**

Based on the statements above, English language teachers in Islamic Junior High School in Gunungpati sub-district had been evaluating and assessing the students' learning result routinely and appropriated with the standards and their mean score were in 28. So, the English language teachers' competence of assessing and evaluating were in very

good category. Besides that, teachers had been evaluating themselves in order to find the solution in each problem and to improve their quality in teaching. But, some of them have no time to do a reflection in the end of learning at that day observation whereas a reflection is one of important aspect of evaluating. They should manage their time well in order to run their planning as well as learning implementing.

In this case, the writer concluded that teachers in Islamic Junior High School in Gunungpati sub-district had done a standard of learning process including of evaluating aspect.

In conclusion, all English Language Teachers in Islamic Junior High School in Gunungpati sub-district had been doing all aspects in learning. Started from planning, then implementing, and the last was assessing and evaluating. But in fact, some of them still were not do it perfectly right. They still have weakness in doing each indicator of the competence. So, they need to evaluate it intensively to get solution in each problem that they have. Because of that, following activities which can improve the teacher competence was an important option as a teacher.

## **2. Description of The Efforts The Teachers and The Schools Do to Enhance Teachers' Pedagogic Competence**

### **A. Teachers' Effort**

In this case, the writer had interviewed teachers to find out the teachers' effort to enhance their competence in teaching.

Hendri Kristiyanto, M. Hum stated that he participated MGMP and KKM in order to enhance his competence in teaching. He explained that he joined MGMP in area 03 in SMP Teuku Umar in once a week for the meeting and for KKM was in area 03 in Jatingaleh. But, in this year he relieved that he rarely went to the meeting because his business in his school. In conclusion, Mr. Hendry was also being a member in improvement activities to enhance his competence although he sometimes did not go to discussion because his business in his school.<sup>51</sup>

Then, Nur Syafa'ah, M.Pd as an English language teacher in MTs Al-Asror explained that she participate activities that related to efforts in order to enhance their competence such as MGMP, KKM,

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<sup>51</sup> Interview with Hendri Kristiyanto, M.Hum an English language teacher of MTs Al-Islam Sumurrejo. Tuesday, 29 September 2016 at 01.26 PM

and Ma'arif organization. She explained that she participated MGMP in area 03 Semarang and the meeting was once or twice a week. MGMP usually discussed English questions and there were some training. Then, KKM was same as MGMP but it was special for MTs only and the meeting was eight in each semester. As the same as MGMP and KKM, Ma'arif's meeting was discussed the same thing and the meeting was six in each semester. She added that she was the chief of Ma'arif organization. She relieved that there were the same obstacles in each meeting that was the participants' activeness in come to the meeting. She explained that many teachers who often absent to come because their schools' distance to the discussion's place. So, Mrs. Syafa'ah was always active in improvement activities to enhance her competence.<sup>52</sup>

Drs. Sokeh as an English language teacher in MTs Al-Islam Sumurrejo explained that he participate the activities such as MGMP and KKM. MGMP was in SMPN 1 Semarang in once a year and KKM was in MTs N 01 or MTs N 02 area that happened conditionally. He added that usually the

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<sup>52</sup> Interview with Nur Syafa'ah, M.Pd an English language teacher of MTs Al-Islam Asror. Tuesday, 27 September 2016 at 10.20 AM

activities discussed some English questions, methods, and strategies in learning. Then, his school also ever organized a seminar or workshop about KTSP arranging. So, Mr. Sokeh was also being a member in the activities in order to enhance his competence.<sup>53</sup>

Diani Nurul Nurhidayah, S.Pd stated that she also went to activities that related to the effort such as MGMP and KKM. She went to MGMP in once a year and the place was incidental. But, she relieved that for this time she still did not active too much in KKM because her business.<sup>54</sup>

The writer concluded that all English language teachers in Islamic Junior High School in Gunungpati Sub-district participated some activities in order to enhance their competence. In the writer opinion, they should being active to participate the activities because it can help them to improve their competence. Although they just participate one activity, but whether they participate it intensively so that it can be useful next.

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<sup>53</sup> Interview with Drs. Sokeh an English language teacher of MTs Al-Islam Gunungpati . Tuesday, 11 Oktober 2016 at 11.54 AM

<sup>54</sup> Interview with Diani Nurul Nurhidayah, S.Pd, an English language teacher of MTs Al-Hidayah. Thursday, 13 Oktober 2016 at 12.10 PM



## **B. Schools' Effort**

In this case, the writer had interviewed teachers to find out the schools' effort to enhance their competence in teaching.

Hendri Kristiyanto, M.Hum explained that his school also organized activities which related with that improvement such as a seminar about curriculum and religion recently which invited other speakers. Certainly, the routines activities also did by school such as supervise and the meeting for teachers' evaluation.<sup>55</sup> In conclusion, besides that Mr. Hendry was also being a member in improvement activities to enhance his competence, his school was also active in teachers' development activities.

Nur Syafa'ah, M.Pd explained that she also followed some seminar and training from other institution or organization. It was because her school was very support the teachers to do it intensively. Also, she added that from her school hold some workshops such as recently, there was workshop about KTSP arranging. Her school

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<sup>55</sup> Interview with Hendri Kristiyanto, M.Hum an English language teacher of MTs Al-Islam Sumurrejo. Tuesday, 29 September 2016 at 01.26 PM

invited other speaker from university. Then, her school always organized training of performance improvement in each the first year. Also, certainly there were the teachers' meeting, upgrading, and teachers' evaluation. All of that did by schools to help teachers to improve their quality of their competence.<sup>56</sup> In conclusion, besides that Mrs. Syafa'ah was always active in improvement activities to enhance her competence. Then, not only his school which often hold some activities about teachers' development but also his school often got offer from other organization to hold some seminars in that school.

Drs. Sokeh as an English language teacher in MTs Al-Islam Gunungpati stated that in his school always did the meeting, supervise, and evaluation in each semester.<sup>57</sup> Besides that Mr. Sokeh was also being a member in the activities in order to enhance his competence. In addition, his school was ever hold an activity about teachers' development although it was rarely did.

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<sup>56</sup> Interview with Nur Syafa'ah, M.Pd an English language teacher of MTs Al-Islam Asror. Tuesday, 27 September 2016 at 10.20 AM

<sup>57</sup> Interview with Drs. Sokeh an English language teacher of MTs Al-Islam Gunungpati . Tuesday, 11 Oktober 2016 at 11.54 AM

According to Miss Diani Nurul, N. S.Pd, recently her school also ever organized some workshop about curriculum and facilities improvement. Her school also actively organized the meeting, supervise, and evaluation in each semester.<sup>58</sup> Besides Miss Diani was also being a member in the activities. Also, his school was ever hold an activity about teachers' development although it was rarely did too.

In conclusion, all Islamic Junior High schools in Gunungpati sub-district also often in doing some activities in order to enhance the teachers' competence. It also can useful for teachers to help them in evaluating their way in teaching.

### **3. Limitation of the Research**

The writer realized that in this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research are:

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<sup>58</sup> Interview with Diani Nurul Nurhidayah, S.Pd, an English language teacher of MTs Al-Hidayah. Thursday, 13 Oktober 2016 at 12.10 PM

- a. The research was limited for English language teacher in Islamic Junior High School at Gunungpati sub-district Year 2015/2016. So, when the similar research is conducted in other university or in the same university and in the same grade, it is still possible to get different result.
- b. The implementation of the research was less perfect because of the lack of experience of the writer.

Considering all those limitations, it is a need to do more research about teachers' pedagogic competence to obtain more optimal result.