

CHAPTER 4

FINDING AND DISCUSSION

A. Finding

The researcher uses A 5 point Likert-scale to collect data from the participants about different aspect of the English teachers' profile. From the participants the researcher gets information about English teachers' profile in Muhammadiyah Senior high School in Yogyakarta Municipality.. A descriptive analysis in this quantitative research is used in analyzing the data gathered. Additionally, the researcher also puts comments and discussion into the analysis appropriately. The profile then is categorized into four categories; they are pedagogical competence, personal competence, social competence and professional competence.

1. Pedagogical Competence

Table 6. Learners' perception toward pedagogical competence of their English Teachers

	Percentage (%)				
	Always	Usually	Sometimes	Seldom	Never
<u>My English teacher:</u>					
Understands my characters	4,1	21,6	46,5	14,3	13,5
Understands my learning ability	7,4	31,1	35,7	16,4	9,4
Uses some learning strategies	17,5	35,0	31,7	12,6	3,3
Understands my need in learning English	11,0	32,1	37,4	11,8	7,7
Delivers the lesson based on curriculum provided	29,8	44,5	16,3	8,6	0,8
Gives me chance to practice my English	13,5	29,4	33,9	17,6	5,7

Uses media technology in a process of teaching and learning	31,5'	22,9	30,6	11,0	4,5
Asks me to submit assignments via email, video and other media	0,4	2,8	19,5	19,5	57,7
Helps me improve my English skill	14,3	34,8	32,0	12,7	6,1
Makes a good communication in every teaching and learning process	15,4	39,4	29,3	11,4	4,5
Gives a good evaluation and assessment	8,9	42,7	31,3	11,0	6,1
Gives me feedback and suggestions based on my exam	11,8	24,8	32,9	18,3	12,2
Makes a teaching and learning reflection based on my opinion then make it to enhance the teaching and learning quality	4,9	17,1	42,7	15,0	20,3

Adapted from: Minister of Education Rules Number 16 Year 2007

2. Personal competence

Table 7. Learners' perception toward personal competence of their English Teachers

	Percentage (%)				
	Always	Usually	Sometimes	Seldom	Never
<u>My English teacher:</u>					
Behaves well based on moral value of Indonesia's culture	26,0	38,2	24,8	7,7	3,3
Becomes a role model for his/her students	10,2	29,8	43,3	12,2	4,5
Shows his/her comportment	19,9	34,1	28,9	11,4	5,7
Shows his/her responsibility	18,8	43,7	23,3	10,6	3,7
Is proud of being a teacher	11,4	33,5	30,2	13,9	11,0
Shows confidence in the process of teaching and learning	29,0	42,0	17,1	9,4	2,4

3. Social competence

Table 8. Learners' perception toward social competence of their English Teachers

	Percentage (%)				
	Always	Usually	Sometimes	Seldom	Never
<u>My English teachers:</u>					
Is fair among all of his/her students	22,6	28,0	28,0	11,5	9,9
Makes a good relation with my parents	7,4	10,2	21,7	12,7	48,0
Conducts teaching and learning appropriately based on my culture	13,1	33,9	30,2	15,5	7,3
Makes a good relation with other teachers	19,7	37,7	22,1	13,9	6,6

Adapted from: Minister of Education Rules Number 16 Year 2007

4. Professional competence

Table 9. Learners' perception toward pedagogical competence of their English Teachers

	Percentage (%)				
	Always	Usually	Sometimes	Seldom	Never
<u>My English teachers:</u>					
Experts on the English	32,1	39,4	15,9	11,0	1,6
Explains me competency standard of learning English	20,3	32,9	29,7	11,4	5,7
Gives me games in process of teaching and learning creatively	6,1	18,4	43,3	16,3	15,9
Joins some conferences or trainings on ELT	1,6	14,0	38,3	27,6	18,5
Enhance himself/herself with technology now	14,3	33,1	29,8	13,9	9,0

Adapted from: Minister of Education Rules Number 16 Year 2007

B. Discussion

To answer research question regarding to English teachers' profile in Muhammadiyah Senior High School in Yogyakarta Municipality, in this study, the researcher divide this discussion into four parts.

1. English teachers' profile based on their pedagogical competence

Based on the table 6 in the finding, the first item shows that students are not satisfied with their English teachers' understanding. It is showed in the first item only 4,1% (10 students) stated that their English teachers understand them well. It seems that the English teachers at this point cannot facilitate their learners well. It is shown by the data that 13,5% of the respondents said that their English teachers never understand their characters. This is important to note because every English teachers should understand the characteristics of their learners well. Moreover, learners in the class do not have same character each other; it means that teachers cannot generalize the learners into same character. Harmer (2001) said that some learners are good in learning language, but others have difficulty in learning language. Thus, the English teachers should be able to understand well on their learners' characteristics.

Indeed, the second item shows us about English teachers' capability in understanding students' learning. The data shows that most of the English teachers can recognize their students' learning capability. It is marked by the 35,7% respondents of this research said that their English teachers

sometimes understand their learning ability. It is important for the English teachers because as mentioned the literature in the chapter 2 that every student do not come to the class as a blank sheet, they bring their own background and experience (Harmer, 2001; Gardner, 2011). As a result, it is important for the English teachers to know their learners' capability in learning of the target language.

Next, the third item shows us information about how well the English teachers use various learning strategies. 35,0% of the participants said that their English teachers often use various learning strategies to make them understand of what they learn. On the contrary, there are 8 participants saying their English teachers never use various learning strategies to make them understand of what they learn. This competence relates to roles of teachers as an instructor. In being instructors, teachers should provide various activities, so that their learners will not be bored on the teaching and learning process conducted. This various strategy is important, but in spite of this 3,3% of the respondents said that their English teachers do not use some learning strategies in the process of teaching and learning.

In addition to the pedagogical competence 37,4% of the respondent state that sometimes their English teachers cover the need of the learners in learning English. It means that sometimes the English teachers facilitate their learners' learning by doing need analysis for their English teaching and learning process. There also 7,7% of students say that their English

On the other hand the 5th item regarding to curriculum shows that most of the English teachers deliver the lesson, here English, appropriate with the curriculum provided. It is showed by the data that almost a half of the participant it is 44,5% of the participants stated that their English teachers often deliver the lesson appropriately. Based on the data, the researcher concludes that most of the English teachers of Muhammadiyah senior high school understand about their roles as an administrator.

The 6th item of the table 6 shows us how the English teachers of Muhammadiyah Senior High School in Yogyakarta Municipality give their students chance to practice their English. Eighty three respondents stated that their English teachers give them chance to practice their English. Unfortunately, 4 respondents affirmed that they have never been given chance by their English teachers to practice their English. It suggests lack of the English teachers' fairness to the learners in giving chance cover their learners' competence. At this point, the English teachers need to consider their roles as a prompter for their learners. If the English teachers play the role well, every learner will get same chance to practice their English, because the teacher will always prompt them to do so. Moreover, the English teachers should also be able to motivate their learners in learning the target language.

Besides, the 7th item concerning about using of technology in the process of teaching and learning show that most of the English teachers

technology in the process of teacher and learning. It is proven by

respondents' answer, 31,5% said that their English teachers always use media technology in the process of teaching and learning. The technologies used are LCD Projector, television, computer, and also internet.

On the contrary, most of the English teachers use technology in the process of teaching and learning, the English teachers do not ask their learners to engage in the technology used well. It can be seen in point 8th; it explains that the English teachers do not ask much to their learners to use technology in the process of teaching and learning through. Only 0,4% of the respondent said that their English teachers ask them to submit assignments via email, video or other media. It seems that both the English teachers and the learners do not use the media well in the process of teaching and learning.

Additionally, the 9th item presents how the English teachers facilitate the learners' in a process of teaching and learning. 34,8% of the respondents declared that their English teachers help them in improving their English skill. There are also 6,1% of the respondent said that their English teachers do not help them improve their English skill. Again, by this condition the English teachers' role as a facilitator needs to be improved. In improving this competence, the English teachers can help learners to get some ideas about the corners' life then connect it with the

In assisting their learners to enhance their English skill, the English teachers also have to make a good communication to their learners. 39,4% of the respondents said that their English teachers often make a good communication with them.

The 11th item of Table 6 shows how the English teachers of Muhammadiyah Senior High School in Yogyakarta Municipality conduct assessment for their learners. The English teachers evaluate and assess their learners well, it is showed by 105 respondents said that their English teachers often conduct evaluation and assessment for them. Based on the answers of the respondents in this research, the researcher concludes that the English teachers of Muhammdiyah Senior High School play their roles well as an evaluator.

Not only conduct an assessment, but the English teachers also give feedback for their learners based on the result. It is utmost importance for teachers to give feedback for their learners because one of the teachers' roles is as an evaluator for their learners. Unfortunately, most of the respondents stated that their English teacher seldom give them feedback.

One of the important of English teachers' pedagogical competence is making reflections of their teaching and learning. The aim of this reflection is to enhance the quality of teaching and learning. This reflection can be done by involving the learners. Yet, unluckily 42,7% of

process of teachers' reflecting to enhance the quality of teaching and learning.

In short, based on the data gathered, the quality of English teachers' profile based on their pedagogical competence is still low by the mean is 3. It indicates that the English teachers of Muhammadiyah Senior High School in Yogyakarta Municipality need to enhance themselves in order to promote excellent teaching and learning process.

2. English teachers' profile based on their personal competence

The quality of English teachers' profile based on their personal competence in Muhammadiyah Senior High School in Yogyakarta Municipality can be seen in table 7 in the finding. The 1st item of the table shows that most of the English teachers behave well appropriate with norm, moral value, and culture of Indonesia. It is proven by respondents' answer on this item, 38,2% of respondents said that their English teachers behaves well.

Moreover, the English teachers also should be role model or their teacher. The data shows that 106 respondents stated that their English teachers sometimes can be a role model for them. It suggests that some of the English teachers need to enhance their personalities in order to fulfill their role as a role model, both in their schools and their society.

The 3rd item of the table above presents information about how well the English teachers of Muhammadiyah Senior High School in Yogyakarta

Municipality show their comportment in the process of teaching and learning. The result shows that only 49% of the respondents said that their English teachers always show their comportment in the process of teaching and learning.

Furthermore, in the 4th item of the table shows that 43,7% of the respondents said that the English teachers show their responsibility in the process of teaching and learning.

In addition to personal competence, being proud of being a teachers is also important. In this item, there are 27% of the respondents stated that their English teachers are not proud of being a teacher.

The 6th item of the table shows how the English teachers show confidence in the process of teaching and learning. 103 of the respondents stated that their English teachers show confidence in the process of teaching and learning. Nevertheless, there are also 6 respondents said that their English teachers do not show their confidence in the process of teaching and learning.

3. English teachers' profile based on their social competence

Table 8 of the finding shows the quality of English teachers' profile based on their social competence. First, there are 9,9% of the respondents stated that their English do not indulgence them in the process of teaching objectively. While 22,6% of the respondents said that their English teachers always treat them objectively. It suggests lack of fairness of the

English teachers to treat the learners in the process of teaching and learning.

Interestingly enough, in the second items most of respondents stated that that their English teachers do not make a good communication with their parents. It is proven by 48,0% of the respondent said that their English teachers never make communication with their parents. Whereas, a communication between teachers and learners' parent is very important in order to enhance the learners' achievement. Moreover, by the communication both of teachers and parents can work together in controlling the learners' behavior and achievement.

Thirdly, only 32 respondents of the research stated that their English teachers always perform and appropriate with the culture of the place where the teacher teach. It means that the English teachers of Muhammadiyah Senior High School in Yogyakarta Municipality behave well which is appropriate with culture of Yogyakarta.

Furthermore within the social competence, as English teachers they are expected to make a good relation with others teachers from others school to nurture teacher's professional development in order to enhance their professional teaching and learning. There are 92 respondents stated that their English teachers often make the communication to enhance the professional teaching and learning. It is important for the English teachers because by the good relation the English teachers will learn together in promoting their professional development.

Based on the data showed, the English teachers should enhance their social competence in order to nurture their professional development for their professional teaching and learning process.

4. English teachers' profile based on their professional competence

The quality of English teachers' profile based on their professional competence can be seen in the table 9 in the finding. The first item of the table shows that 39,4% respondents stated that their English teachers master on the English subject. When the English teachers mastering the subject matter taught, they will be able to demonstrate well on what they should demonstrate in the process of teaching and learning. In this competence, the English teachers play a role as a demonstrator in the process of teaching and learning.

The next item of the table shows that 32,9% of the learners said that their English teachers explain required competency standard in every teaching and learning. It is important for the English teachers to give learners information about the framework and standardization of teaching and learning determined. In doing so, the English teachers act more as an administrator in the process of teaching and learning. If the English teachers are able to do this well, it will be useful for their learners to achieve targets on what they learn in the process of teaching and learning.

Moreover, the third item is regarding on how the English teachers create activities in the process of teaching and learning creatively. 101

respondent of the research said that their teachers sometimes create activities creatively, including games and others fun activities.

The 4th item of the table shows that 94 respondents (38,3%) of the research stated that their English teachers sometimes join seminar and training to enhance the quality of teaching and learning. This activity is done by the English teachers because in this activity the English teacher can reflect and get feedback from other teachers regarding to their teaching and learning process.

In addition to the table above, the last item shows that 81 respondent of the research (33,1%) stated that their English teachers enhance their professionalism by using the advanced technology provided now. Nevertheless, 22 respondents of the research said that their English teachers do not enhance their professionalism by using advanced